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ABSTRACT

Thirty-one probationary faculty from Seneca College of Applied Arts and Technology (Ontario, Canada) participated in a research study that examined their individual and collective professional development needs. The study was conducted in the fall of 1991. Probationary faculty completed a survey instrument that was comprised of three parts. Part 1 looked at the demographic variables of probationary faculty in terms of their teaching experience, program study, educational background, and formal academic training. Part 2 asked probationary faculty to evaluate the fall orientation program at Seneca College. The faculty were also invited to make suggestions for improvement on future professional development programs for probationary faculty. Part 3 examined the professional development needs. of probationary faculty according to the prescribed Basic Teaching Competencies as they relate to faculty teaching needs. Findings from the study are reported using descriptive statistics, and four open-ended responses are appended. Appendices include the survey instrument and letter, statistical survey results, and recommendations to the faculty sub-committee on professional development. Contains 77 references. (GLR)

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A Needs Assessment of Professional Development Activities for Probationary Faculty at Seneca College

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Studies in Education

Submitted in partial fulfillment of
the requirements for the degree of
Master of Education
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ABSTRACT

Thirty-one probationary faculty from Seneca College of Applied Arts and Technology participated in a research study that examined their individual and collective professional development needs. The study was conducted in the fall of 1991.

Probationary faculty completed a survey instrument that was comprised of three parts. Part one looked at the demographic variables of probationary faculty in terms of their teaching experience, program of study, educational background and formal academic training. Part two asked probationary faculty to evaluate the Fall Orientation Program at Seneca College. Furthermore, they were invited to make suggestions for improvement on future professional development programs for probationary faculty. Part three examined the professional development needs of probationary faculty according to the prescribed Basic Teaching Competencies. Probationary faculty rated the helpfulness of the Basic Teaching Competencies as it related to their teaching needs.

Findings from the study are reported using descriptive statistics and four open-ended responses are appended. Probationary faculty have provided the Professional Development Department with a number of useful suggestions to improve the professional development offerings.

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CHAPTER ONE: THE PROBLEM

Introduction

This is a study of the professional development needs of probationary faculty at Seneca College that was conducted in the fall of 1991. Three major areas were investigated. First, the demographic composition of probationary college faculty, including prior teaching experience, academic backgrounds and academic educational training, were reviewed to determine individual and overall probationary faculty teaching experience and credentials. Second, Seneca College's Fall Orientation Program for new college faculty was examined. Third, individual and collective professional development needs of probationary faculty, as they correspond to the basic teaching competencies developed by the Professional Development Department for faculty, were explored.

Background of the Problem

A rapidly changing society has caused colleges to take stock of present and future directions. The emergence of a global economy, technological advancements, shifting demographics, a changing labour force, institutional re-structuring, and funding cutbacks are some of the pressures affecting change in college curriculum and operations. Seneca College's Profile 93 Taskforce (Seneca College, 1989) and the Ministry of Colleges and Universities, Vision 2000 Committees (Ministry of Colleges and Universities, 1990) are recent initiatives undertaken to address and make suggestions on how the college system will look in the 1990s and beyond.

Both of these initiatives stress the importance of professional development for college faculty and the role that development must play in meeting the needs of society. Investment in professional development programs is thought to be valuable in order to keep pace with these changes and to effectively prepare college educators for the present and the future. Through professional development, college educators are encouraged to keep current in their field of expertise and in andragogical studies and techniques. This is particularly true in light of ever-changing and dynamic economic, political, and social structures. It is assumed by some that college educators are aligned with, and supportive of the role and importance of, institutional goals and direction and their own career development. Meeting the needs and challenges of society can be accomplished by implementing an active personal development plan for college faculty.

Statement of the Problem

If there is to be an onus on colleges to provide professional development programs that address the vocational currency and teaching skills that college faculty will require to keep abreast of sweeping changes, then it is important to determine exactly what the specific faculty needs are. The problem in this study was to determine the teaching skills that are desired by probationary faculty at Seneca College.

Purpose of the Study

The purpose of this study was to determine the collective professional development needs of basic teaching competencies of probationary faculty at Seneca College. A secondary purpose was to determine how beneficial the current Fall Orientation Program for new faculty was.

Questions to be Answered

Three main questions were addressed in this study:

1) What are the professional development needs of basic teaching competencies for probationary faculty?

2) What are the levels of participation of probationary faculty in Seneca College professional development

programs?

3) Are the professional development needs of probationary faculty being met?

Rationale

The reasons for this study were threefold. First, various studies (i.e., People and Skills in the New Global Economy, Government of Ontario, 1990; Vision 2000: Quality and Opportunity. The Final Report of Vision 2000. A Review of the Mandate, Ministry of Colleges and Universities, 1990; and Skolnik, L. Michael, Marcotte, A. William and Sharples, Brian, Survival or Excellence? A Study of Instructional Assignment in Ontario Colleges of Applied Arts and Technology. Report of the Instructional Assignment Review Committee, 1985) indicate that there is a need to ensure that educators of higher education have professional development opportunities to improve teaching skills. Second, there had never been a needs assessment and analysis conducted for probationary faculty at Seneca College. Third, the study can assist the Professional Development Department at Seneca College by providing a profile of the collective and individual needs that probationary faculty have determined as being important in their teaching careers.

The foregoing reasons were of particular importance and interest to Seneca College because of a major structural change in the probationary requirements that was implemented in the fall of 1991. Prior to such change probationary faculty were required to complete forty hours of probationary credit, primarily through in-house professional development programs. In 1991, probationary faculty are to achieve set objectives derived from a series of basic teaching competencies (see Appendix A). As well, they must also complete a prescribed practical teaching activity.

Importance of the Study

Having enthusiastic and competent faculty, who are well-versed in andragogical techniques, is important. Faculty who can motivate, lead, and inspire students to achieve are thought to be a college's best asset. The findings of this study may provide a foundation to assist the college in developing future professional development programs that meet the needs of probationary faculty. In addition, the study can be replicated in future years to survey probationary faculty on an on-going basis.

Scope and Delimitations of the Study

This study investigated the professional development teaching needs of probationary faculty at Seneca College. Non-probationary faculty were not considered for this study because it was deemed more essential to investigate professional development needs of probationary faculty and to, hence, develop programs that address their needs. As well, this study was limited to Seneca College probationary faculty. Probationary faculty were not considered from other community colleges in the province. It was not the intent of this study to analyze and compare results of one division or campus of Seneca College with each other.

Definition of Terms

Basic Teaching Competencies: Refers to five identifiable areas of knowledge that will assist probationary faculty in their teaching endeavours (see Appendix A). The five competency areas include:

1) Program, Subject and Lesson Planning
2) The Students
3) The Teaching/Learning Process
4) Assessment and Evaluation of Students
5) Professional Responsibilities.

Fall Orientation Program: Refers to the one week long professional development program for all new college faculty that is held prior to the academic year. The Fall

Orientation Program is developed and conducted by the Professional Development Department at Seneca College.

Probationary Faculty: For the purpose of this study, a probationary faculty is a full-time college faculty member who is still serving his/her probationary period. According to the, Collective Agreement between Ontario Council of Regents for the Colleges of Applied Arts and Technology and Ontario Public Service Employees Union (1990), probationary period

> for probationary faculty is two years' of continuous employment. The probationary period will be reduced to one year if the probationary faculty has completed a probationary period at another Ontario College of Applied Arts and Technology, is a full-time teacher who has one or more years of teaching experience and possesses either a valid Ontario Teacher's Certificate, a Bachelor of Education Degree or a Master of Education Degree (p. 20)

Seneca College of Applied Arts and Technology: Is one of the twenty three community colleges established in the province of Ontario. It is located in North York, Ontario and is the largest community college (in terms of size and student population) in the province.

Outline of the Remainder of the Study

In Chapter Two a review of literature is provided relating to professional development needs and requirements of college faculty. The literature review explores the role of college educators in society and reports on historical aspects of professional development offerings at Seneca College.

In Chapter Three a discussion of research methods for this study, the survey participants, data collection methods and methods of analysis takes place.

In Chapter Four overall findings of the study are reported. The findings are presented in pie chart form and include open-ended responses.

In Chapter Five a summary of the survey results and recommendations and conclusions and the implications of professional development needs for probationary faculty at Seneca College are discussed.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Overview

The purpose of this chapter is to acquaint the reader with the professional development program offerings at Seneca College and with a review of what various authors, studies and reports have had to say on professional development needs for college faculty.

Introduction

The economic vitality of a nation is largely dependent on the effective utilization of its human resources. It has been argued that having a highly trained and well educated labour force will assist companies to better meet the competitive rigours of a global economy (Conference Board of Canada 1990; Ministry of Skills Development, 1990). In a recent study conducted by the Conference Board of Canada (Johnston, 1990), Canadian companies surveyed indicated that management must view its employees as an investment rather than a cost.

The Report on the Premier's Council of Ontario, Competing in the New Global Economy (1988), stated that:

> Developing a strong, dynamic human resource base is a precondition to achieving and sustaining economic growth. Without an

> educated, skilled, motivated and adaptable workforce, productivity will suffer and efforts to compete in the global economy will be undermined. One of the key competitive challenges Ontario faces is developing our most fundamental natural resource: the minds and skills of our workers. (p. 215)

Nurturing and developing human resources is thought as being important. The Ministry of Skills Development (1990) alluded to such importance in their study on labour market trends for Ontario in the 1990s. The study suggested that industrial restructuring and technological innovations will play a key role in reshaping our labour force. In the 1990s, the majority of jobs in Ontario will demand more advanced levels of education and training. In addition, emphasis will be placed on Human Resource Departments to creatively recruit, retain and retrain workers. A shrinking labour force growth, an aging work force, a high number of retirements, a shortage of skilled workers, and an increase in women entering the labour force are some of the demographic trends and challenges facing us today.

Role of College Educators

The dynamic and changing labour force will provide educators with many challenges. Educators can play a prominent role in addressing these challenges. In the Premier's Council second report entitled, People and Skills in the New Global Economy (1990), the importance of education is stressed. "If elementary and secondary schools provide the foundation for lifelong learning, post-secondary education should advance this purpose by developing the critical skills required to contribute to both practical and theoretical knowledge" (p. 52).

In addition, the report stressed that employers are looking for students who can communicate effectively, have developed their problem-solving skills, are team players, and have good interpersonal skills.

> These expectations raise questions about the quality and structure of education. The lessons from business are applicable to post-secondary education itself. Business has learned that content, process and structures are inextricably linked, and this linkage is particularly important when their purpose is to develop communication and interpersonal skills, problem-solving and analytical skills, team work and learning to learn skills. (p.55)

One method of assessing the quality of education at the post-secondary level is to examine the school's faculty.

The Premier's Council contended that more time is devoted to administrative duties by faculty (i.e., marking papers/tests). "As a result, they have less time for advancing their own education, for conducting research, or for developing innovative teaching techniques and curriculum" (p. 56).

At the best of times the quality of our education is challenged. The facts and figures are alarming. For example, in Canada, approximately 17% of the labour force is functionally illiterate (Ministry of Skills Development, 1987, p. 8), 31% of Canadians did not complete secondary school (Premier's Council Report, 1988, p. 221), and 50% of the students enrolled in college never graduate (Dietsche, 1988, p. 10). These gaps or inefficiencies in the educational system are distressing. As college educators, and as a critical link in the educational system, involvement in addressing these concerns plays an important role. In order to address these concerns and the demands from business, professional development may play an active and integral role. According to the above sources it may be construed that colleges have to be prepared and committed to provide quality education through curriculum design and its faculty.

Professional Development in the Colleges

The Premier's Council Report on People and Skills in the New Global Economy (1990), alluded to the opinion that faculty renewal must keep pace with the latest developments and changes in industry. The report further stated that: "There is growing concern that the professional development of teachers is falling short of the demands placed upon them. Training efforts are often quick courses that are rarely intensive enough to tackle such demands successfully" (p. 45).

Dennison and Gallagher (1986) were quite critical of the role, or lack of a role, that professional development plays in Canadian colleges. They contended that in the early days of colleges, little attention was focused on the quality of education. This statement is borne out in that faculty were hired predominantly from industry and from the secondary school level. Support for this position is included in a 1972 study prepared by the System Research Group for the Commission on Post-Secondary Education in Ontario. It was found that 48.7% of college faculty have a background in education (i.e., school board, university) and that 51.3% came from business. It was further noted that a number of colleges desired to maintain this 50 - 50 split.

Weimer (1990) acknowledged that one of the problems of having faculty members with no training in andragogical skills is that they teach generally unaware of how they do it. Weimer believes that faculty must be convinced of the merits in learning how to teach more effectively. Hammons

(1985) identified the failure of colleges to commit time and resources to professional development as a "pothole" in the road to college excellence.

The Vision 2000 project (Ministry of Colleges and Universities, 1990) conducted focus group interviews with Ontario college alumni. Responses to the question, "What needs improvement?" included: "Too many teachers know content but can't teach it..." and, "Some faculty need more recent work experience..." (p. 2). Another Vision 2000 project entitled, Perceptions of the Colleges of Applied Arts and Technology: Interviews with Cabinet Ministers and Other MPPs (1990), reported that:

> Two MPPs said that college teachers are stagnating and require retraining and upgrading. As well, an MPP stated that college teachers need to be trained as teachers, not just as experts in their fields, implying that college teachers lack pedagogical education. One politician remarked that there are poor or insufficient teachers in the colleges. (p. 22)

These opinions and attitudes further support the need for faculty professional development programs in mastering teaching skills and maintaining currency in their fields of study.

Dennison and Gallagher (1986) also stressed the importance of professional development for faculty. It appeared that:

> There has emerged the real danger that without a new emphasis on professional development, the colleges will end up with complacent teaching staffs with little incentive or opportunity for improvement: a danger for the instructors themselves, their institutions, and the students and the public they serve. (p. 232)

In 1988, the Committee of Presidents (Giroux) formed a task force to develop a blueprint for human resource development in the third decade. Their task was to determine the following:

> 1) What is the college system doing well in Human Resource development?
>
> 2) What is the system doing moderately well in Human Resource Development at some Colleges, but not at all colleges?
>
> 3) What needs dramatic improvement in most colleges? (p. 3)

A total of 376 college personnel participated in the review, of which 49% were faculty members. Responses to the question, "What needs dramatic improvement in most colleges?" included:

- recognition for staff development and reward for innovation,

> - cooperative setting of performance objectives between staff and manager,
> - encouragement for employees to rise to their highest levels of potential - with manager being held accountable for providing development opportunities,
> - institutional planning for change,
> - training of staff for job functions,
> - development of staff for future promotions and succession planning. (p. 5)

These responses support the importance of having a planned systematic approach to professional development. This approach takes into consideration the goals and direction of the institution, the supportive role of administration toward college personnel, and the ownership and responsibility that college faculty must have in their personal development plans.

As an offshoot of the blue print document (1988), a study was commissioned by The Association of Colleges of Applied Arts and Technology of Ontario (ACAATO), entitled,"Exemplary Practices in Staff and Program Development" (Giroux and Mezie, 1990). This study highlighted innovative human resource development programs at each Ontario college. It is a most impressive collection of programs that reveals a plentitude of opportunities for college personnel. It also demonstrates the wealth of professional development programs in place throughout the college system. In light of the criticism directed toward college professional development, this document is an encouraging sign that there are many exciting and innovative programs in place.

Skolnik, Marcotte and Sharples (1985), in their "Survival or Excellence? A Study of Instructional Assignment in Ontario Colleges of Applied Arts and Technology", report, support and draw attention to the problem that faculty are having difficulties in keeping abreast of technological changes and that there is a lack of teacher training. Hence, the overall quality of college education suffers. In order to achieve educational excellence, opportunities for professional development must present themselves.

> In an educational institution the most critical resources are its staff and its educational programs. Investments must be continually made to ensure that these resources are constantly improving despite the fact that the changes are not always visible or immediate. Continued cost cutting by limiting quality assessment, curriculum development, or professional development can only lead to a slow but serious deterioration of the services provided and a consequent decline in the morale and professionalism of faculty. It is therefore, incumbent upon administration to reassess the importance

> they have given to these investments in the past and their commitment to an ongoing improvement in the quality of education received by students. (p. 92)

Skolnik et al. (1985) presented 16 recommendations from their study. Of these, six are related to human resource/professional development. These recommendations are:

> 1) The colleges, through their academic councils, should develop mechanisms and procedures for evaluation of faculty performance.
>
> 2) Each college should develop on an annual basis, a professional and curriculum development plan complete with the identification of development needs, strategies to meet these needs, budget, and accountability mechanisms for these activities.
>
> 3) All faculty should have the opportunity for at least four weeks of professional development each year, normally to be provided in a single block of time.
>
> 4) All college faculty should be provided the opportunity for four weeks training or updating in instructional methodologies and techniques every five years.
>
> 5) The colleges should ensure that adequate provisions are made for the professional development of all staff holding academic administrative appointments.
>
> 6) New full-time faculty should be given at least eight weeks for training in teaching methodology and for course preparation prior to commencement of their duties. (pp. 126 - 129)

Seneca College and Professional Development

In response to the Skolnik et al. (1985) report, the

Professional Development Committee of Seneca College (Laxson 1987) prepared a response. This response (see Appendix B) concluded with an open gesture on behalf of the professional development committee to be given the opportunity to participate "in future college decision making concerning professional development" (p. 10). The committee agreed with Skolniks' recommendations and encouraged the support of divisional/department/campus professional development committees and stressed that faculty must take responsibility in maintaining expertise in their field and in their teaching methodology.

In order for a college to share its commitment toward professional development programs for its faculty, it is important that college administrators visibly support the role of professional development and that they augment the programs with monetary, human and physical resources. Through its mission statement and objectives, Seneca College relays its philosophical commitment to professional development. The Mission Statement (1989) of the college states:

> Seneca College stands committed to training and education that will enhance effectiveness in the workplace and quality of life for all.

> In this continuing endeavour, the College shall ensure excellence in teaching and learning for its communities.
>
> Students will participate in programs dedicated to relevance, social responsibility and lifelong learning. (p. 3)

To help achieve this mission statement the college has outlined six working objectives. The objective that deals with personal development is stated as "To ensure the continued support and development of all employees and the enhancement of the quality of employee life in an environment conducive to growth and well-being". (p. 3)

In their annual report to the Minister of Colleges and Universities (1989), Seneca College outlined reasons why professional development opportunities are available for college personnel.

> Professional development opportunities will be provided to faculty to ensure that they become expert in the new technologies that are becoming part of the industries for which they prepare students. In this way, effective utilization of existing faculty can be maintained while, at the same time, ensuring that programs are relevant and reflect the changing needs of industry. (p. 20)

In 1982, Seneca College hired a research firm (Schaefer and Legg) to survey faculty to determine strategies for professional development. Their Recommendations to the Faculty Sub-Committee on Professional Development (1982) is included in the appendix of this report (see Appendix C). These recommendations played a key role in shaping and developing the various Professional Development activities offered at Seneca College. Of particular note is the importance stressed to ensure that faculty take ownership in their personal development plans and the importance of establishing local committees that would address the needs of the departments and faculty. This was seen as an integral link if professional development programs were to succeed.

The faculty's role of having ownership in their professional development is well documented. Usera (1989), in his booklet, Guidelines for Individual Professional Development Plans, supports the importance of faculty having ownership in their professional development. He contended that: "An individualized professional development plan is a self-initiated action plan appropriate for the individual's need as prescribed by the job, career goals and consistent with the institutional goals" (p. 3).

Another study, conducted by Gratton and Walleri (1989), sought to determine the perceived needs of faculty for professional development. Gratton, et al. reported that the implications of professional development on faculty are that

> -faculty want to be the best
> -faculty want an environment that supports pride in teaching and learning and professional achievement
> -faculty value individual freedom to have ownership on their professional destiny. (p. 12)

In accordance with the Seneca College Central Staff Development Committee, policies on Staff Development (Laxson 1987) were submitted to the Board of Governors in 1987. These policies addressed the role and importance of a central professional development committee, divisional/campus/departmental staff development committees, and employee development plans. In particular, the policy on employee development plans, acknowledges the ownership and responsibility for development to be shared between a faculty member and his or her supervisor. The college policy on staff development echoes the literature in terms of who is ultimately responsible for professional development and it also encourages and supports a co-operative environment amongst the college, its faculty and its administrators.

In 1988, Seneca College formed a task force to investigate the future direction of the college. The task force became known as the Profile 93 Task Force. Over a 13-month period they conducted an exhaustive review of the college operations and prepared a final report that addressed recommendations for changes to take place by 1993.

The final report was submitted to the Executive Committee in November of 1989. This report acknowledged that the impact of the proposed changes for Seneca College could have dramatic affect on college personnel. In light of these changes, the task force suggested that the college would have to re-allocate funds to professional and program development in order to achieve success in the 1990s. It recommended that:

> sufficient time be allowed during each phase of implementation and development to ensure the greatest degree possible of commitment of faculty to the concept and to the process,
>
> and that:
>
> the College allocate appropriate support and resources to enable the implementation and development of the Profile 93 recommendations,
>
> and that:
>
> the College provide professional development opportunities to enable faculty to function within the framework of the recommendations, with particular reference to Language Across

> the Curriculum, Faculty Advisement, Experiential Learning, and development of alternative learning/teaching methodologies. (p.40)

In addition, the Vision 2000 report (Ministry of Colleges and Universities, 1990), addressed the issue of faculty professional development. Two of the themes which were apparent from various Vision 2000 study teams are that "intellectual renewal of faculty is essential to effective pedagogy" (p. 3) and that the aging faculty will have a dramatic impact on the role of professional development. By the year 2005 it has been estimated that 49% of college faculty will be retiring. Therefore, the onus will be on the college system to provide professional development opportunities for new faculty hires and to also ensure that older faculty remain current in their discipline.

An Employee Attitude Survey (Seneca College, 1989) was conducted at Seneca College in the spring of 1989 to discover and report on employee attitudes. Of the 732 returned surveys (from support staff, administration and faculty), 343 (approximately 47%) of these were from faculty. Several of the questions in the survey related directly to professional development. When asked to rate their department/division as to whether training is provided so that they could handle their present job, almost 40% of faculty rated this as poor. This response raises some concerns due to the fact that the majority of departments/divisions have professional development committees in place. The questions identified that needed to be addressed were: How effective are these committees?, Do faculty have access to them? and, Are faculty interested in them?

When asked if faculty had opportunities for career development within Seneca College, 36% agreed and 37% disagreed. In terms of opportunities available for faculty to improve their skills 57% agreed that these opportunities were present. Also of interest was that 77% of faculty rated Seneca's Professional Development Programs as average to excellent. It appears from this study that opportunities are available for faculty to improve their skills and that the professional development program offerings are rated as good to excellent.

The survey findings appeared to identify a concern over the lack of commitment and direction on behalf of college administration toward faculty. This is further borne out in two specific questions from the survey. The first question, "How much interest do you think Seneca College has in your career development?" indicated that 55.2% of faculty respondents felt that the college had no interest. The second question, "How much interest do you think your Division/Department has in your career development?" had responses of 36.9% for no interest, 46% for some interest and 17.1% for much interest. These results are alarming. The literature supported the importance of and encourages a co-operative partnership between faculty members and their supervisors and the institution. Arreola (1983) in his article, Establishing Successful Faculty Evaluation and Development Programs, mentioned that: "a successful faculty development program is one perceived by the faculty as being a valuable resource or tool in assisting them to solve problems or achieve goals that both they and the administration consider to be important" (p. 84).

In developing the Miami-Dade model, Roueche and Baker (1987) realized the importance of involving faculty in developing curriculum, course objectives, course content, and evaluation procedures. Without the support and commitment of faculty, the implementation of the Miami-Dade model would not have been possible. In an interview study (Harnish and Creamer, 1986) conducted with college faculty who had ten years or more of teaching service, it was reported that in order to maintain excellence in education that it was necessary to have the ongoing involvement of faculty. By providing avenues for faculty involvement it was concluded that this would be an effective combatant to negative work behaviour and negative work attitudes.

Arreola (1983) suggested that administration apathy and faculty resistance are the two reasons why faculty evaluation and development programs fail. If the commitment from administration is not prevalent, then the chances of professional development succeeding are remote. At the same time, if faculty are disinterested in pursuing professional development opportunities then they too will not succeed. From the review of literature it is quite apparent that in order for professional development programs to succeed that a co-operative dialogue and commitment have to be present from administration and faculty. As well, a shared sense of responsibility between the two parties has to prevail.

Morin (1988), conducted a study with community colleges in British Columbia to determine the need for human resource development programs. In his report he defined human resource development:

> to be the total of all experiences designed to equip all college/institutional personnel to be effective in the performance of their roles. It is required from the outset to the conclusion of a career. In a college/institution it includes study of four dimensions: the discipline or content specialization, the delivery or performance of the role, the context in which the role is performed, and the person who is incumbent in the role. (p. 10)

Morin also reiterated that college faculty must maintain their currency and constantly upgrade their teaching competence throughout their academic careers.

Summary

From the review of literature, there are several common themes dealing with professional development for college educators. First, in order to keep pace with technological changes, demographic trends and other changes in society, it is necessary that faculty be given the opportunity to renew themselves. To attain and maintain excellence in college education, it is imperative that faculty are current in their field of expertise. Second, researchers, government, students and college personnel have all stressed the importance that faculty must be well versed and well trained in andragogical skills. To communicate to and motivate students in the learning process, faculty must be cognizant of various teaching skills, strategies and methodologies that may be employed in their classroom. Third, ownership and responsibility for professional development must lie with the individual faculty member. If faculty have a say in their professional development destiny, then they are more likely to carry out their plans. Fourth, the college also has the responsibility of providing and communicating its direction and sharing its commitment to and support of professional development. Fifth, the immediate supervisor of a faculty member also has a commitment and a responsibility to ensuring that professional development opportunities are available for faculty to participate in. As well, supervisors must share in the ownership of faculty development plans that meet the needs of the college, the program, the faculty member and the students. Sixth, the literature identifies the importance of establishing program/divisional/campus professional development committees. These committees function to ensure that faculty have input at the grassroots level according to their personal needs and to the needs of their programs.

There is no doubt that professional development is a very important ingredient in assisting college faculty and their institutions in achieving educational excellence. Rao and Abraham (1990) stated that: "Dynamic and growth-oriented organizations emphasize the development of human resources. Every organization can foster this development through proper selection of employees and through nurturing their dynamism and other competencies" (p. 143).

Nurturing college faculty through professional development programs is one way of ensuring academic excellence. The achievement of academic excellence is a goal that college personnel and their institutions need to work toward in a co-operative effort. Investing time, money, and resources in the college's most precious asset - its faculty - has to be viewed as an expectation, not as an exception. It is to this end that college educators must focus their attention by providing professional development opportunities for college faculty to better prepare them for the changes of today and the challenges of tomorrow.

CHAPTER THREE: RESEARCH METHODS

Overview

This chapter presents a detailed review of how research methodology was employed to determine the professional development needs of probationary faculty at Seneca College, to assess the Fall Orientation Program and to assess the demographic composition of probationary faculty.

Introduction

In this chapter, research methods of an evaluative study were employed to gain a better understanding of the professional development needs of probationary faculty. The study sample included 46 probationary faculty at Seneca College. A questionnaire was sent to 46 probationary faculty at all Seneca campi during the week of November 4, 1991. The 46 probationary faculty represent all college faculty who have not yet completed their probationary period. A follow-up phone survey was conducted one week prior to the deadline date of November 21. In total, 31 of 46 probationary faculty responded to the survey representing a return rate of approximately 68%.

Aspects of the Program to be Evaluated

The study was an evaluation of the professional development program offerings of the Seneca College Professional Development Department for faculty. In particular, the professional development programs for probationary faculty were evaluated. Included in this evaluation were the Fall Orientation Program for new college faculty and the program offerings that fall under the category of Basic Teaching Competencies as designed by the Professional Development Department.

Sources of Information

The sample studied was probationary faculty at Seneca College. Probationary faculty are full-time faculty members who must serve a one - or two - year probationary period prior to becoming full-fledged faculty. A list of probationary faculty members was provided for the purposes of this study by Mr. Frank Miller, Chair, Professional Development Department. In total, 46 probationary faculty were invited to participate in the survey.

Data Collection Techniques

This descriptive study employed a combination of a qualitative and quantitative survey instrument. The survey instrument questionnaire (see Appendix D) was comprised of three major sections. A total of 34 questions were asked, including four open-ended questions.

Criteria for Evaluation

The research design, developed by the researcher, was of a quantitative and qualitative nature. The survey instrument was comprised of three sections (see Appendix D for survey instrument). Section one dealt with demographic information of survey participants. This section addressed both the length of practical teaching experience and type of academic training that probationary faculty have attained. Section two evaluated the Fall Orientation Program for new faculty. Section three contained the needs assessment of probationary faculty based on their andragogical needs and not their vocational needs. The andragogical needs are a summation of the basic teaching competencies to be achieved by probationary faculty as outlined by the Professional Development Department.

Pilot Study

To ensure that survey questions were clear and concise, they were previewed by course advisor, Doctor Michael Kompf and Chair, Professional Development Department, Mr. Frank Miller. In addition, the survey instrument was pilot tested on four probationary faculty members. Based on their feedback slight modifications were made to the survey instrument content and overall design.

Analysis of Data

A descriptive statistical analysis was employed in this study. By this, the analysis of the data pertain only to the population under study - probationary faculty at Seneca College. Findings are presented through a series of pie graphs and descriptive summaries. Survey results were recorded on dBase III Plus and were then downloaded to the Statistical Package for Social Sciences (S.P.S.S.). Pie graphs were then developed using the Harvard Graphics Program.

Dissemination

Participants in the survey and the college body at large were invited to read the research project and its accompanying recommendations and summary at the Professional Development library and/or at the Resource Centres of Seneca College. In addition, a copy of the completed project has been submitted to the Dean, Academic Planning, Seneca

College and the Chair, Professional Development Department.

Possible Implications for Practice

The results of this study may be of particular interest to the Professional Development Department at Seneca College. The needs assessment may provide the Professional Development Department with a very clear picture on the types of professional development activities that are requested by probationary faculty. This information may assist the Professional Development Department in meeting the needs of probationary faculty by providing relevant and timely professional development activities throughout the academic year. As well, the survey results may also impact the operations of the Fall Orientation Program for new college faculty. Participants in the survey had the opportunity to share their likes and dislikes based on their involvement in the Fall Orientation Program. This type of information is valuable to the decision makers in planning the 1992 Fall Orientation Program.

Limitations

The difficulties associated with administering and conducting a research project of this nature were twofold. First, in light of the current contract discussions and the real or perceived friction between administration and faculty, the survey may have been seen as intimidating to some participants. Second, the various campus locations throughout York and North York regions where probationary faculty are employed may present logistical problems in administering the survey instruments.

To address the first difficulty, a letter was sent to all probationary faculty involved in the study (see Appendix E). To reduce the risk of coercion the letter outlined to participants the following: participation is voluntary, the purpose of the study, who is involved in the study, individual responses will be confidential and anonymous, that the study is to fulfil academic requirements for Brock University and is not a Seneca research project, who the final report will be shared with and where they may obtain survey results. In addition, the survey instrument complied with the guidelines of the Brock University Sub-Committee on Research with Human Participants.

To address the second difficulty, arrangements were made with the college courier system to facilitate the delivery of survey instruments at the various campus locations and the return of the completed instruments to the researcher.

CHAPTER FOUR: FINDINGS

Overview

This chapter provides a detailed overview of the findings obtained from the 31 respondents who participated in the survey. The findings are presented in both text and in graphic format.

Introduction

Findings from the study are presented in three different sections. Section One, dealing with Demographic Information is presented with a number of pie charts using a descriptive analysis. Section Two looks at Evaluation and Review of Professional Development Activities and is presented through pie charts and open-ended responses from probationary faculty. Section Three reports on the Needs Assessment of probationary faculty. A series of double pie charts are presented to provide a descriptive analysis of the survey results. Open-ended statements are also used in this section.

A detailed analysis of survey results are found in Appendix F of this project. Descriptive statistics and cross-tabulations were employed using Statistical Package for Social Sciences (S.P.S.S.). A breakdown of probationary faculty by campus and division was used to develop cross tabulations. The results of this breakdown were too small to carry out a second level of statistical analysis and are therefore presented as is in Appendix F.

Pie charts were produced using the Harvard Graphics software program and, where necessary, percentages used were rounded up or down.

Section One: Demographic Information

Section One deals with demographic information of survey participants and investigates their program of study, campus location, educational and teaching experience. There were eight questions in Section One.

Figure 1 shows the campus location of survey participants by percentages.

Insert Figure 1 about here

A total of eight different campus locations were reported where probationary faculty teach. The majority of respondents were from the Newnham Campus, followed by the King Campus.

Respondents were asked to indicate the program of study in which they currently teach. Figure 2 portrays the program of study breakdown.

Insert Figure 2 about here

Eight programs of study were mentioned. The largest percentage of respondents was from the Business Division at 42%, followed by the Applied Arts Division and King Campus at 19% respectively.

Figure 3 represents the percentage of respondents who have taught sessional or part-time before becoming a probationary faculty member at Seneca College.

Insert Figure 3 about here

Almost 70% of respondents indicated that they have taught sessional or part-time at Seneca College prior to becoming a probationary faculty member.

Campus Location
Question 1: Please Indicate Your Current
Campus Location.

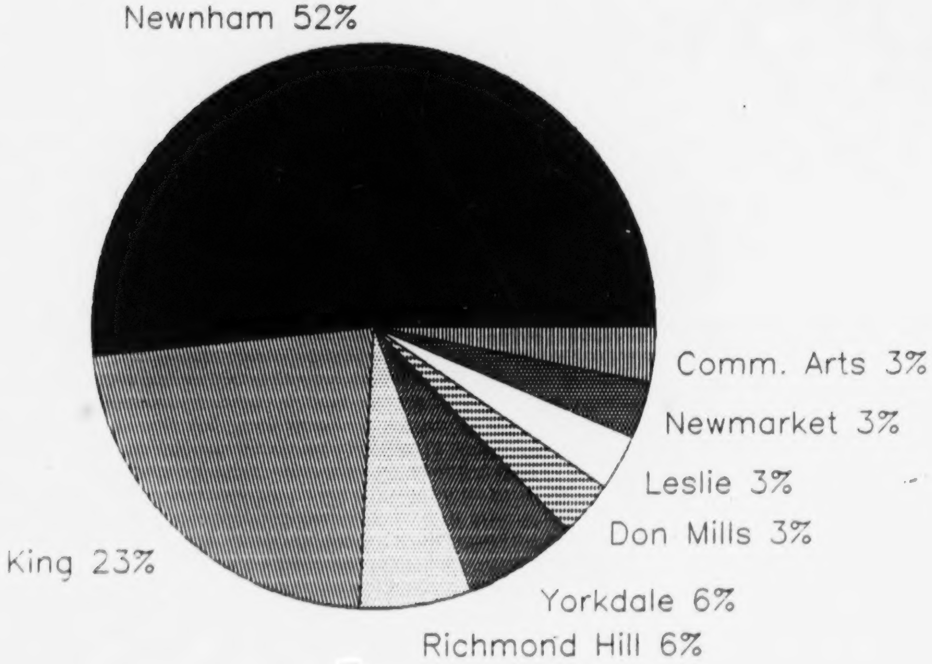


Figure 1. Campus Location.

Program Of Study
Question 2: Please indicate the program
of study that you teach in.

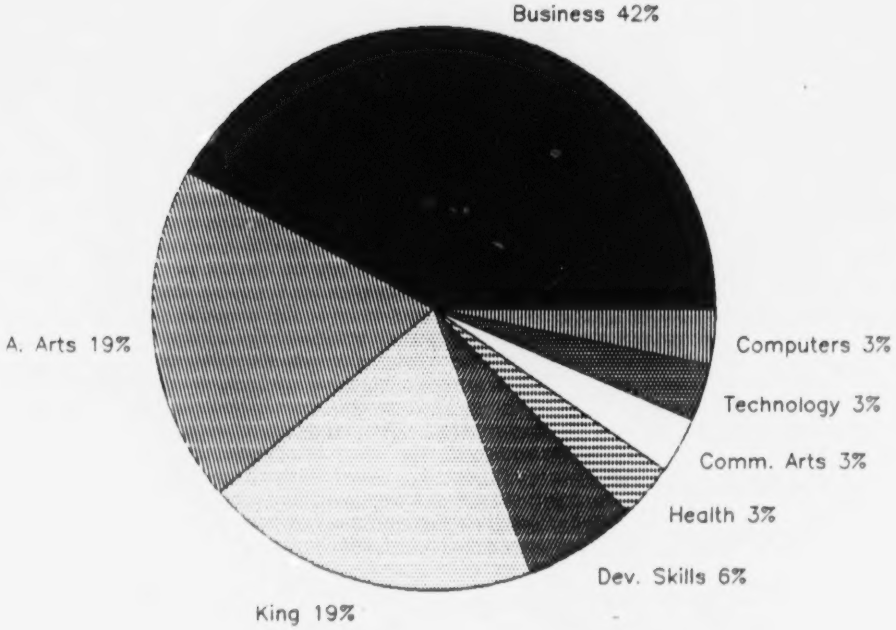


Figure 2. Program of Study.

Sessional or Part-time Teaching
Question 3: Have you taught sessional or
part-time at Seneca College?

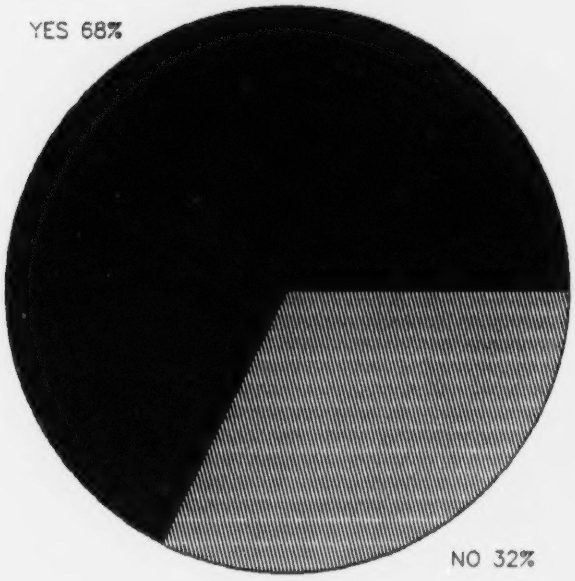


Figure 3. Sessional or Part-time.

Question 3 (a) asked those respondents who answered yes to Question 3 to indicate the number of semesters they have taught on a sessional or part-time basis.

Insert Figure 4 about here

The number of semesters taught ranged from one to six semesters, with one respondent indicating nine semesters of teaching experience prior to becoming a probationary faculty member.

Question 4 looked at the number of semesters taught since being appointed as a probationary faculty member.

Insert Figure 5 about here

As can be seen from Figure 5, 55% of respondents have taught one semester, 19% have taught two semesters, 19% have taught three semesters and 6% have taught four or more semesters.

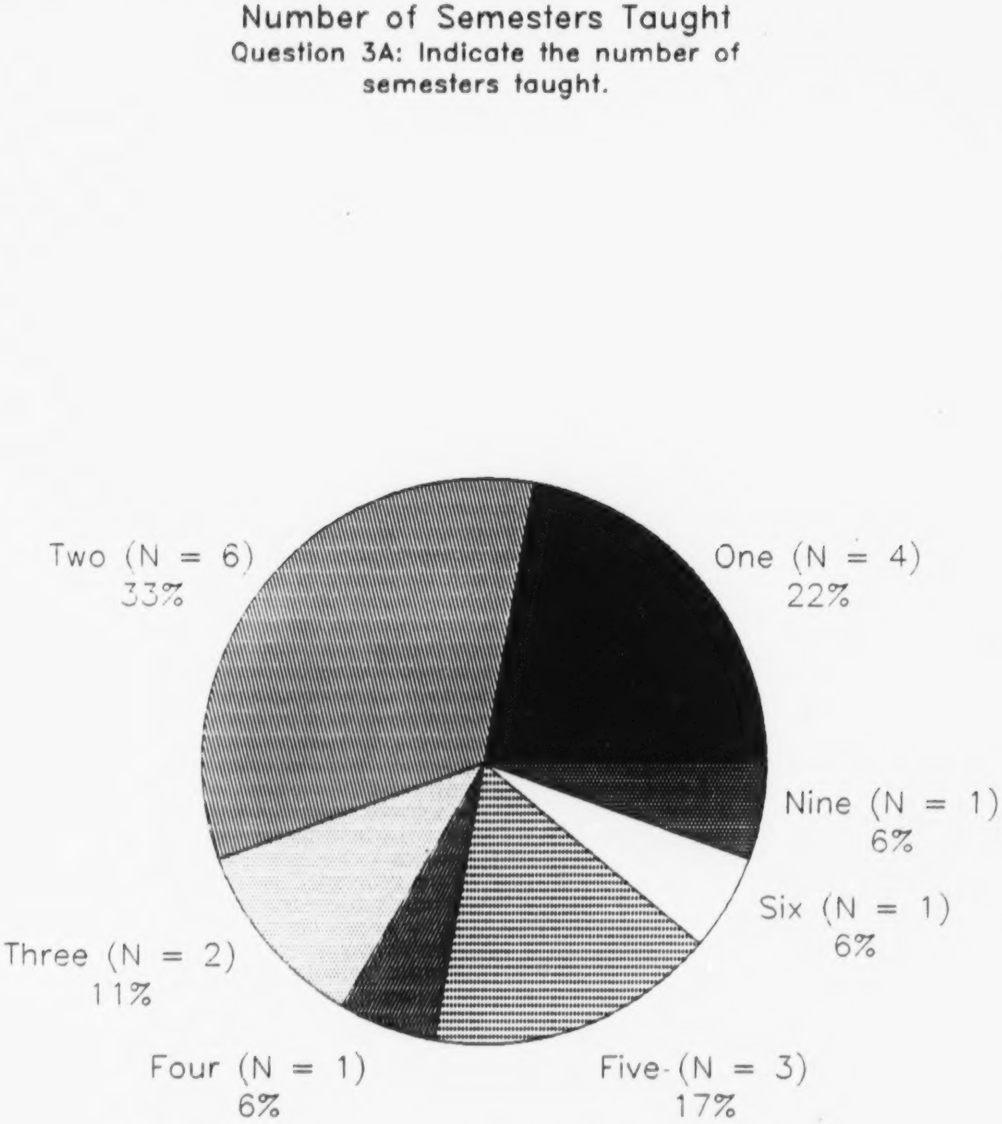


Figure 4. Number of Semesters Taught.

Probationary Semesters Taught
Question 4: As a probationary faculty how many semesters have you taught?

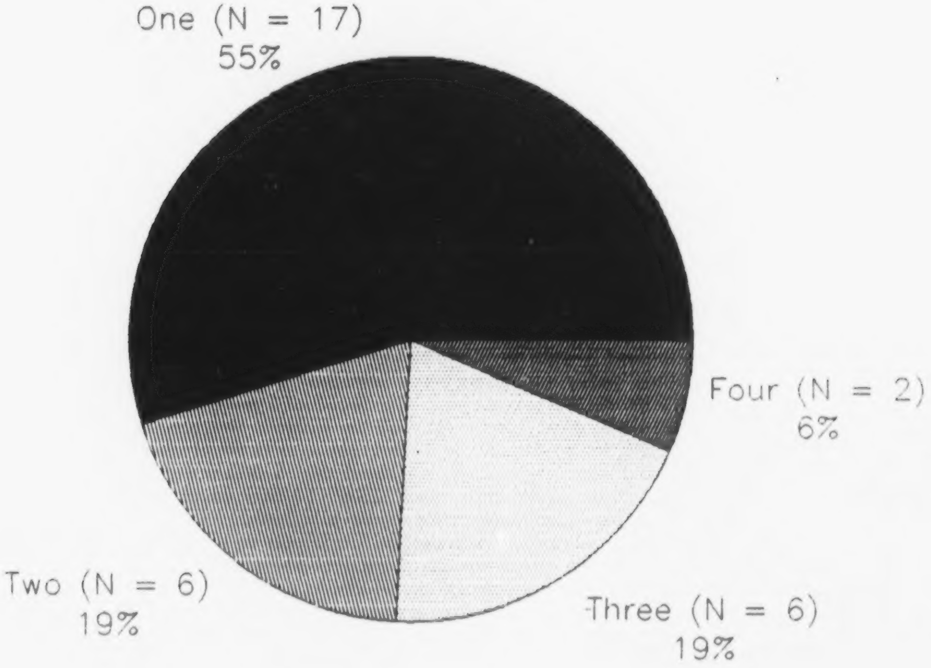


Figure 5. Number of Probationary Semesters Taught.

Figure 6 represents the percentage of participants who were involved in teaching at another institution prior to teaching at Seneca College.

Insert Figure 6 about here

Sixty-one percent of respondents indicated that they were involved in teaching at another institution prior to teaching at Seneca College and 38% reported that they have had no prior teaching experience.

Question 5 (a) asked those respondents who indicated that they had been teaching elsewhere prior to coming to Seneca College to indicate where they had been teaching.

Insert Figure 7 about here

Figure 7 shows that almost 60% of those with prior teaching experience had taught at another community college. University teaching was reported by 21%, secondary school, private institutions and primary schools were reported by 5% respectively.

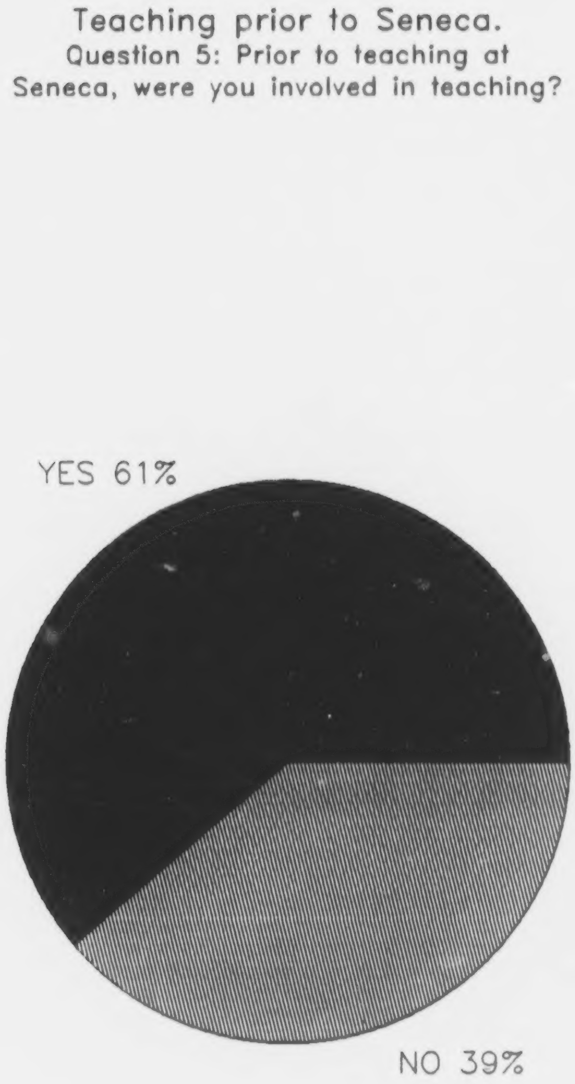


Figure 6. Teaching Prior to Seneca.

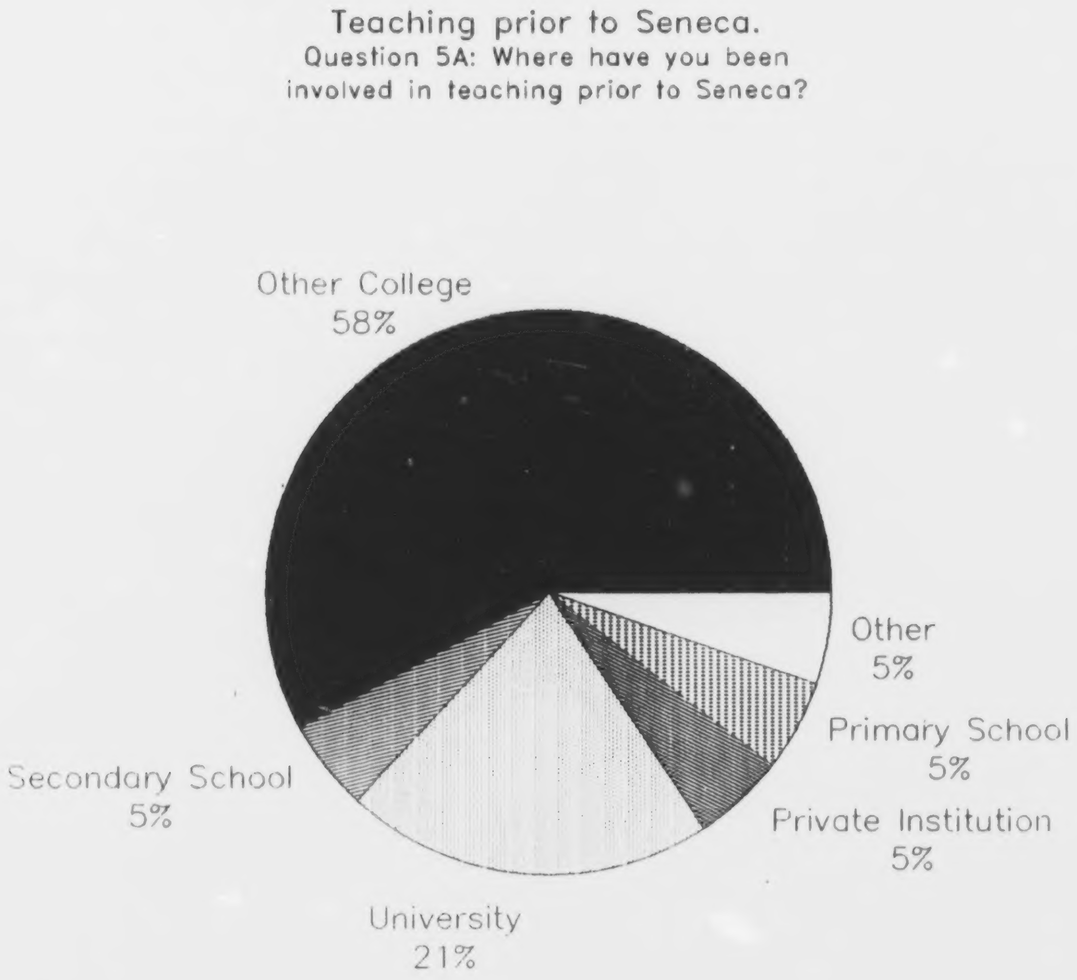


Figure 7. Teaching Prior to Seneca.

Participants were asked to indicate their current academic background in question 6. Figure 8 portrays the academic diversity of the survey participants.

Insert Figure 8 about here

Collectively, 72% of probationary teachers have a university degree at the undergraduate, graduate or doctoral level; 18% have a college diploma; 7% have a college certificate. and 4% have secondary school education.

Question 7 asked probationary faculty to indicate what academic educational training they have received. Five probationary faculty reported that they have completed Teachers College.

Academic Background.

Question 6: Please indicate your current academic background.

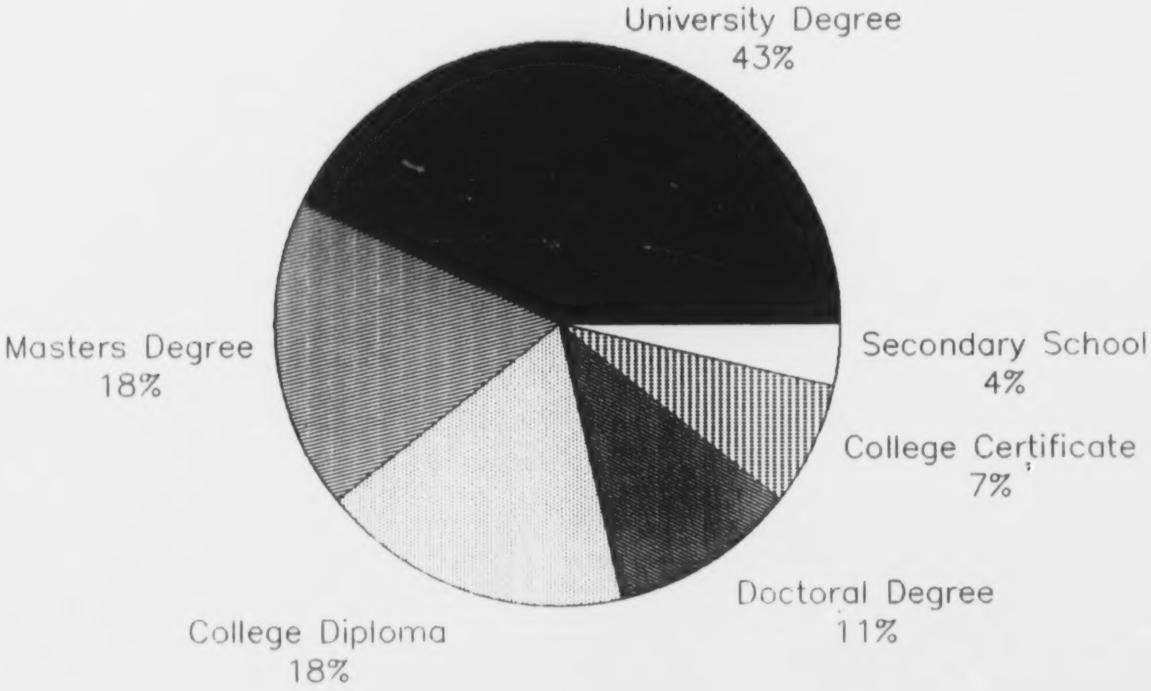


Figure 8. Academic Background.

Section Two: Evaluation And Review Of Professional Development Activities

The intent of Section Two was to obtain feedback from probationary faculty on the professional development activities in which they have participated. Question 1 asked probationary faculty if they participated in the 1989, 1990 or 1991 Fall Orientation Program for new college faculty.

Insert Figure 9 about here

Figure 9 shows that 81% of probationary faculty have participated in a Fall Orientation Program and 19% have not.

Respondents who reported that they had participated in a Fall Orientation Program were asked to explain if the program was beneficial to them in preparing for classroom teaching. The following represent the comments given to Question 1 (a). The response numbers in the left hand column correspond to the 31 participants in the survey. A missing number in the sequence indicates that the survey participant did not respond to that question.

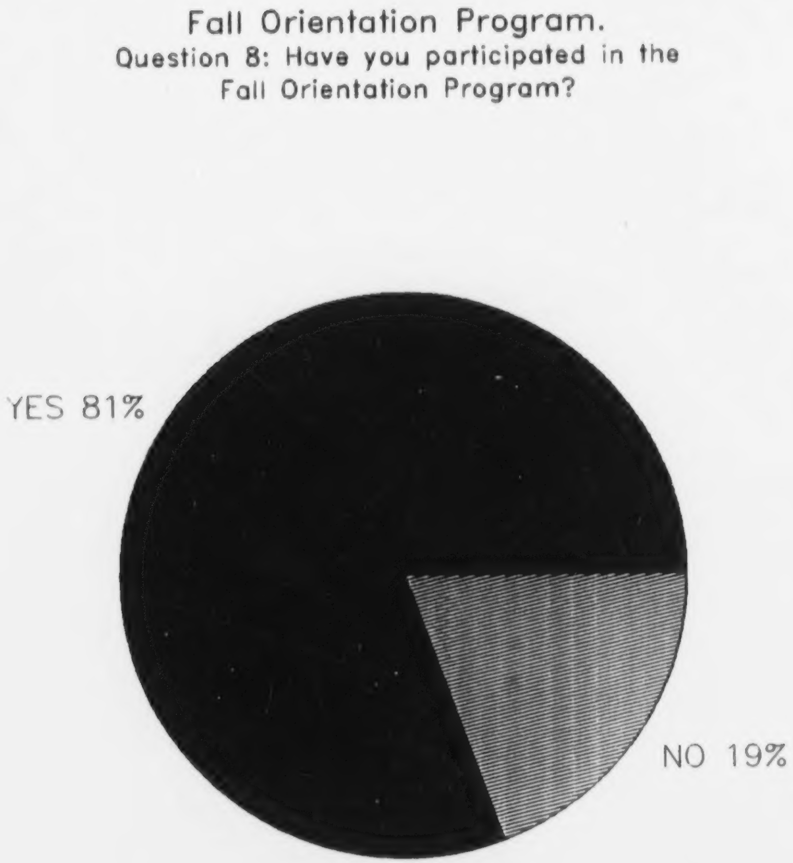


Figure 9. Participation in Fall Orientation Program.

Respondent #	Respondent Comments
1.	Yes, because I was brand new in the academic arena. Any information would be beneficial.
5.	Yes. Familiarized me with the organization at Seneca and encouraged me to reflect upon the way I teach.
6.	Indirectly useful on a day to day basis, a lot of day to day just comes from experience and asking questions of fellow faculty. Directly useful in providing general awareness of many important subjects.
7.	Yes. I needed information on college organizational structure. I liked the seminars on teaching styles and student backgrounds.
8.	Yes.
9.	Yes. It provided confidence as well as some practical assistance.
10.	Yes.
11.	The orientation provided me with a good background of the college and the administration. They were beneficial in helping me understand the "theory" of teaching and learning techniques.
12.	Not much, however without having had any classroom teaching experience I didn't know what was lacking. I didn't know what questions to ask.
13.	Little benefit relevant to classroom strategies, but much benefit regarding administrative function of college, resources available and student population profiles.
14.	Yes. Should have been a bit more practical.
15.	In some cases (i.e., dealing with physically and mentally handicapped students and communication in the classroom).

16. Yes. It prepared me for the "first" class (i.e., demographics and expectations). Learning styles and needs were good models for class preparation.

17. Yes it was. It helped me to re-focus my approach from much more academic-oriented to "interactional."

18. Some sessions were beneficial. Obviously, the sessions on learning objectives, pedagogy, learning modes and Blooms' taxonomy had to be superficial and brief. I had already been exposed to these topics and had studied them in some depth, so I found them less useful.

19. Two sessions only: One on independent learning and one on the "first day."

20. Yes. Good reference materials supplied. Limited time for practical participation.

21. Somewhat, but it was not time efficient.

22. Yes. It reinforced methods and learning and teaching styles currently being used. New ideas and methods were shared with with new faculty.

23. Knowing there are different learning styles was important to me. I'm also interested in independent learning.

25. Many aspects were beneficial. Some speakers rambled. Bus trip, tours and handouts were useful.

26. Yes, it introduced me to how students learn and how to prepare for a class.

27. Yes.

29. Yes. Helpful tips, motivational and a good introduction.

30.	Yes, I felt more comfortable with understanding the diversity of students at Seneca and their special needs and learning styles. I started full-time in January 1991. I would have been better prepared if orientation had been available at that time.

Probationary faculty were then asked in question 1 (b) what suggestions would they make to improve future Fall Orientation Programs for new faculty. The following responses represent the opinions and suggestions from the survey participants.

Respondent #	Respondent Comments
1.	Make them far more detailed and pragmatic. However, one week is too short a time to cram the necessary information into.
5.	None. Was well done.
7.	Send part-time or sessional faculty to first available Orientation. Don't wait until they go on probation.
8.	More practical workshops (i.e., using the overhead and video equipment).
12.	Shorter sessions re: Law, multiculturalism. More sessions re: preparing for a class, presentation methods, how to interact with students, how students learn and typical classroom problems. More on basic administration (i.e., How do I find "?", Who do I ask re: "?").
13.	More psychological insights into population and responsibility training for students.
14.	Divide into a number of groups. I felt very intimidated being mixed with experienced teachers. Their concerns were not the same as mine.

16. Subject directed learning needs (i.e., Math - what is required from students to learn math?).

17. I suggest that the new faculty be "streamed" in the future Orientation programs offered according to whether they have just entered the profession or have already accumulated years of teaching experience. It would allow you to offer more advanced workshops for the latter.

18. There were very few truly new faculty. Most had been at the college before. Since I was new to the college, I found the sessions on the college mandate, layout, services, etc. to be the most helpful. It might have been more appropriate to arrange multiple workshops from which people could pick and choose. That way they would be assured of being able to spend more time on specific areas that apply to program delivery.

19. Address what it is faculty really need to know (i.e., benefits, professional development requirements, college philosophy and other things in a one day session).

20. Have the one week Orientation roll directly into a commitment of P. D.

21. The program should utilize good instructors; people that have planned their session; have an agenda; that can plan their time accordingly. This is a poor time to have people at the podium "winging it."

22. More time on technique and teaching styles. Longer sessions with Centre for Educational Effectiveness.

23. It should be offered to part-time faculty. More emphasis on teaching methods and how students learn.

25. Shorter. More options so you don't have to sit through what you already know through years of experience.

26.	More presentations on teaching techniques and use of overhead.
29.	Ensure program is taken at start of teaching, not after three or four semesters.
30.	Perhaps a shorter or compressed version for faculty commencing in January.

Question 2 asked probationary faculty to indicate the professional development program(s) that they have participated in during their probationary period that were the most beneficial to them. Their responses are as follows:

Respondent #	Respondent Comments
1.	Micro-teaching and Orientation program.
2.	Micro-teaching (needs some revision).
3.	Workshop on learning styles.
4.	No time for professional development. I'm setting up new programs and developing manuals, plus I have 18 hours of student contact.
5.	Discussions and meeting with my EAC colleagues.
6.	Whole brain learning tied into learning styles. All sessions have been useful in getting an introduction or awareness of issues (i.e., ESL students).
7.	ESL students and testing and evaluation.
8.	Testing and evaluation.
9.	Schedule is difficult. I have classes Tuesdays and Thursdays, the same time most programs are scheduled.

11. Micro-teaching. An excellent program! I was able to share problems and concerns with other new faculty. The atmosphere was very open and relaxed. The hands-on lecture experience was also very helpful.

12. Micro-teaching. By far the best! Other courses of marginal interest.

13. Psychological profile (Tony White).

14. Orientation.

16. ESL students.

17. Lesson planning (Tony White) and The First Class (Tony Tilly).

18. I have only attended Orientation.

19. Independent learning (Bobbye Goldenberg).

20. Peer counselling and classroom evaluation.

21. The tour of Seneca campuses and learning disabilities.

22. Orientation week. Due to the nature of the program that I am teaching, I haven't had the time or opportunity to take any P.D. programs this fall.

24. Workshop on learning styles.

27. Orientation.

30. Oral and nonverbal communication. Fighting discrimination. All sessions were beneficial.

31. Teaching Oriental students.

Section Three: Needs Assessment

Section three is divided into five areas according to the Basic Teaching Competencies as developed by the Professional Development Department at Seneca College. Under each of the five areas probationary faculty were asked to indicate whether they have or have not participated in a particular professional development workshop. If they indicated yes, they have participated in that workshop, they were then asked to rate how helpful that workshop was for them according to a five point Likert scale. If they indicated no, they have not participated in that particular professional development workshop, they were then asked to rate on the five point Likert scale how helpful that workshop topic would be for them.

A. Professional Development Activities On Program, Subject And Lesson Planning.

Question A1 dealt with principles of program and subject development. Figure 10 portrays the respondents answers.

Insert Figure 10 about here

Of the faculty who had participated in this workshop, 100% rated it as helpful to very helpful. Seventy-two percent of those faculty who had not participated in the workshop rated it as helpful to very helpful

Question A2 involved planning effective lessons. Figure 11 shows that 91% of participants in this workshop found it to be helpful to very helpful and 9% found it to be somewhat helpful. Non-participants in this workshop reported that 63% would find it to be helpful to very helpful and 25% indicated it would be not helpful to somewhat helpful.

Insert Figure 11 about here

Figure 12 corresponds with question A3, developing learning objectives that takes into account the importance of student literacy.

Insert Figure 12 about here

Twenty-seven percent found this workshop to be very helpful and 64% found it to be helpful. Only 9% reported that it was somewhat helpful. Sixty-seven percent of probationary faculty who have not taken this workshop mentioned that it would be helpful to very helpful and 26% indicated that it would be somewhat helpful to not at all helpful.

Needs Assessment
Question A1: Principles of
Program and Subject Development.

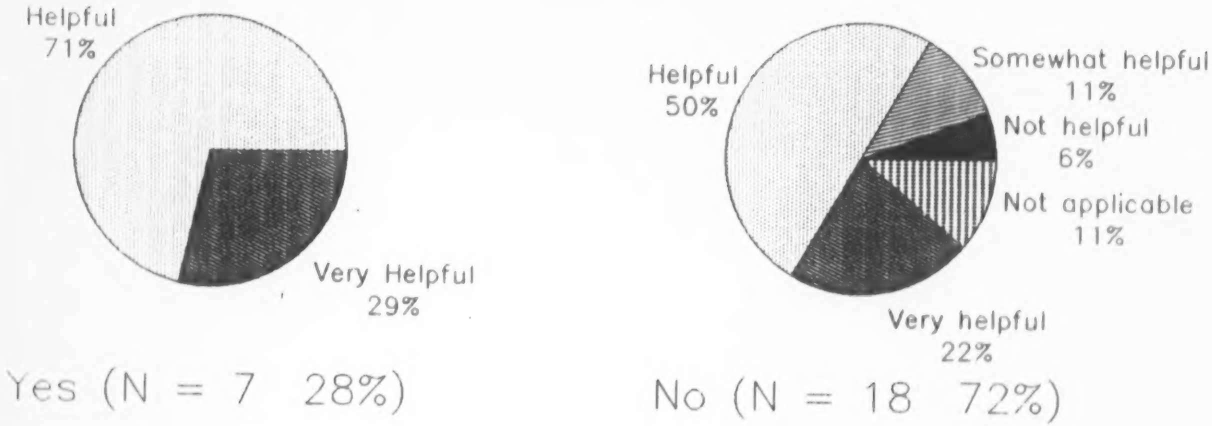
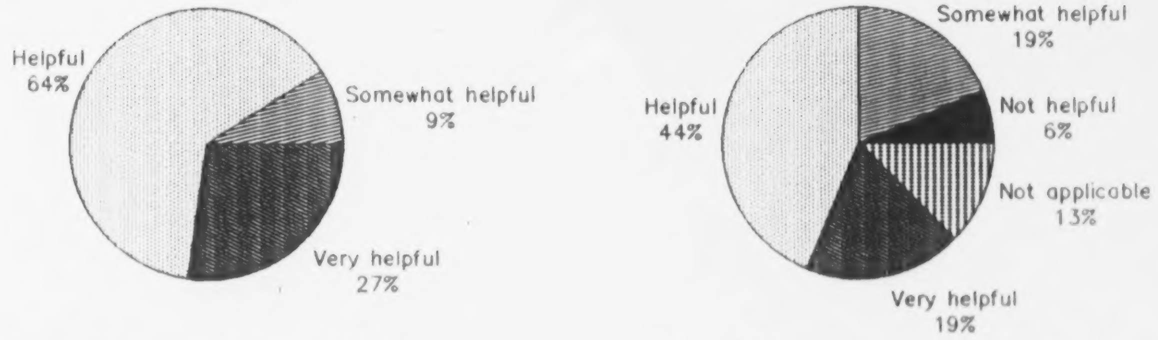


Figure 10. Program and Subject Development

Needs Assessment
Question A2: Planning
Effective Lessons.



Yes (N = 11 41%)

No (N = 16 59%)

Figure 11. Planning
Effective Lessons.

Needs Assessment
Question A3: The importance of
student literacy.

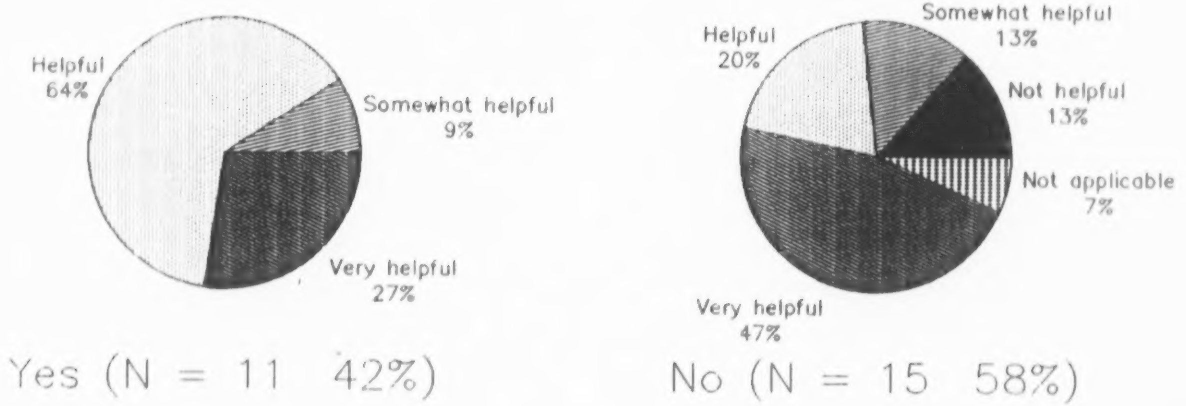


Figure 12. Student Literacy.

Developing learning objectives that take into account the importance of independent learning was question A4. Figure 13 summarizes the results from this workshop.

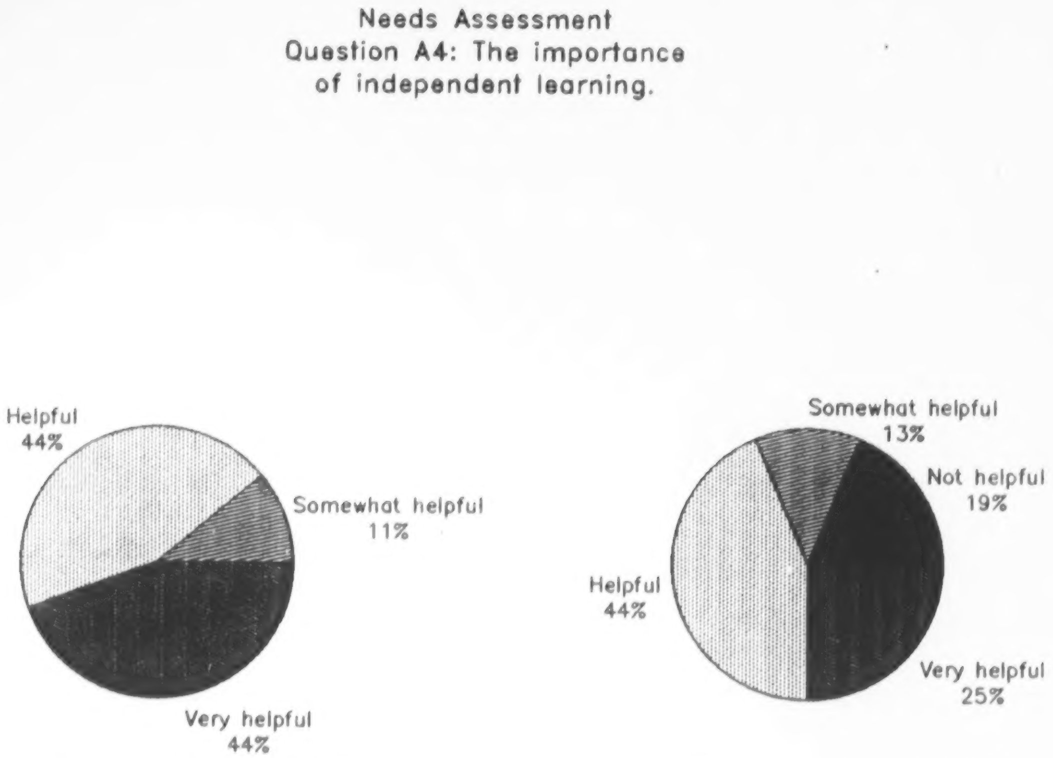
Insert Figure 13 about here

As shown in Figure 13, 88% of the participants in this workshop rated it as helpful to very helpful whereas 69% of non-participants indicated that it would be helpful to very helpful and 13% reported that it would be somewhat helpful. Nineteen percent said that this workshop would be not at all helpful.

B: Professional Development Activities Dealing With Students

In Figure 14, 100% of participants in the workshop, Principles of Adult Learning, said that it was helpful to very helpful. Sixty-five percent of non-participants indicated that a workshop on this topic would be helpful to very helpful and 30% would see it as being somewhat helpful.

Insert Figure 14 about here



Yes (N = 9 36%)

No (N = 16 64%)

Figure 13. Independent Learning.

Needs Assessment
Question B1: Principles of
Adult Learning.

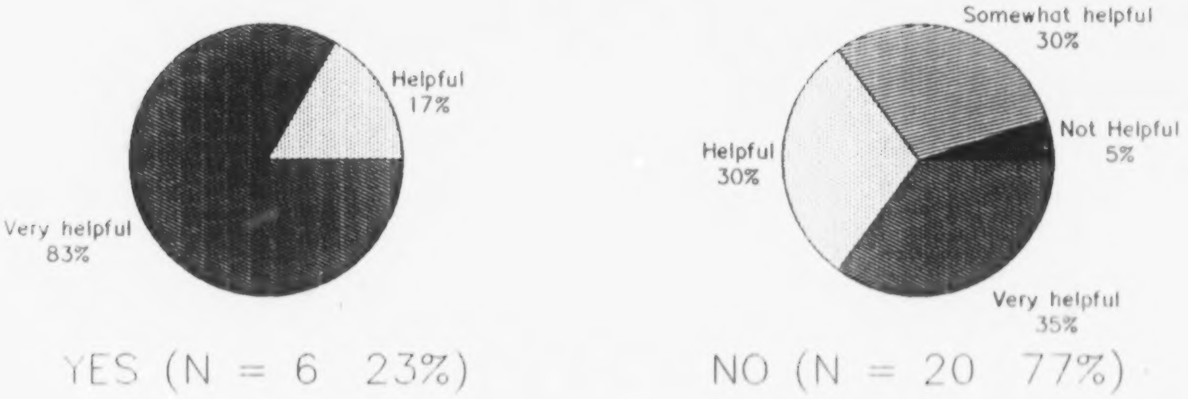


Figure 14. Principles of Adult Learning.

Question B2 deals with the mature adult student. Figure 15 shows that 100% of workshop participants found it to be helpful to very helpful. Sixty percent of non-participants revealed that a workshop on the mature adult student would be helpful to very helpful. Twenty-five percent said that it would be somewhat helpful, while 5% reported that it would not be helpful. Ten percent indicated that it was not applicable to their current needs.

Insert Figure 15 about here

Question B3 dealt with a workshop on demographics of the Seneca College student population. Figure 16 reveals that 71% of participants found this workshop to be helpful to very helpful. Twenty-one percent found it to be somewhat helpful and 7% felt it was not applicable to their current needs. Probationary faculty who have not participated in this workshop reported that, for 38% of them, it would be helpful to very helpful. Thirty-one percent said it would be somewhat helpful and 15% respectively indicated that it would not be helpful and that it was not applicable to their current needs.

Insert Figure 16 about here

Needs Assessment
Question B2: The Mature Adult
Student.

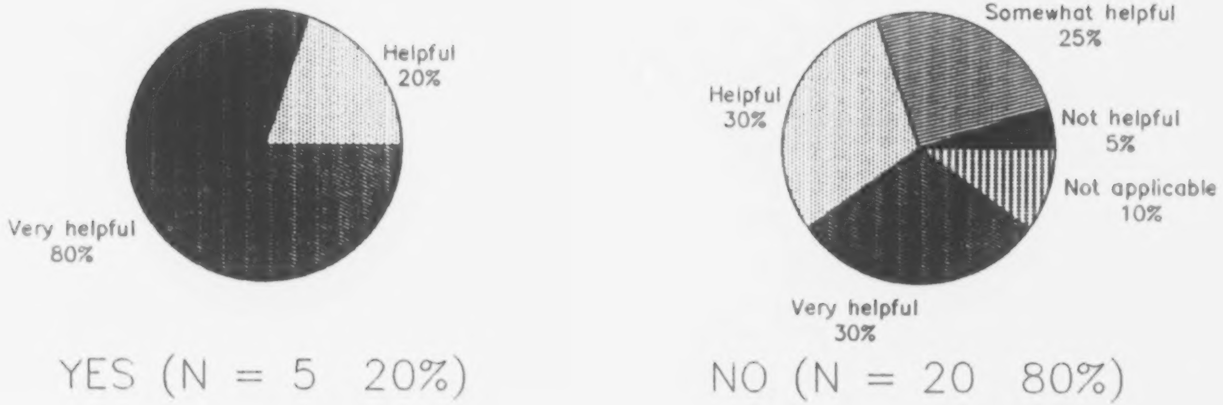
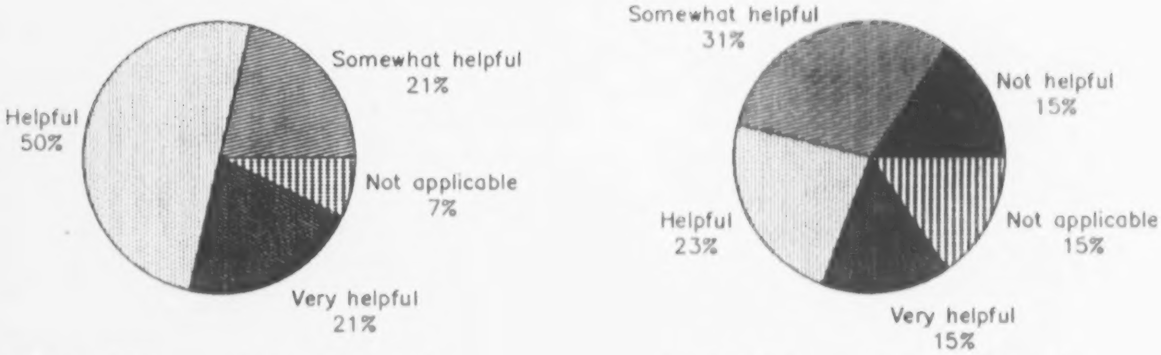


Figure 15. The Mature Adult Student.

Needs Assessment
Question B3: Demographics of Seneca
College student population.



YES (N = 14 52%)

NO (N = 13 48%)

Figure 16. Student Demographics.

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Figure 17 displays the responses from question B4, dealing with special needs students.

Insert Figure 17 about here

Eighty-one percent of probationary faculty who participated in a workshop dealing with special needs students found it to be helpful to very helpful. Twelve percent found it to be somewhat helpful and 6% reported that it was not applicable to their current needs. Seventy-seven percent of non-participants indicated that this workshop would be helpful to very helpful. Twenty-two percent reported that it would be somewhat helpful to not at all helpful.

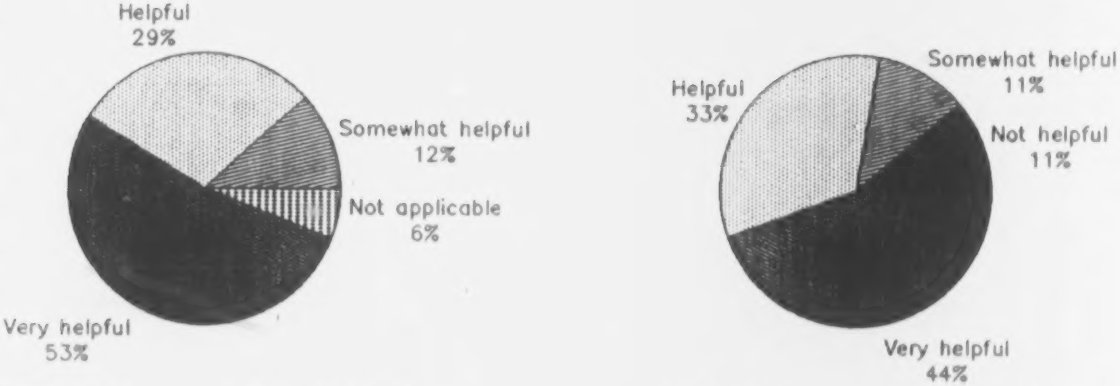
C: Professional Development Activities For The Teaching Learning Process

Question C1 dealt with a workshop on the benefits and limitations of computer assisted learning. Figure 18 portrays the results from this question.

Insert Figure 18 about here

Only one probationary faculty member had taken this workshop. This participant reported that it was helpful.

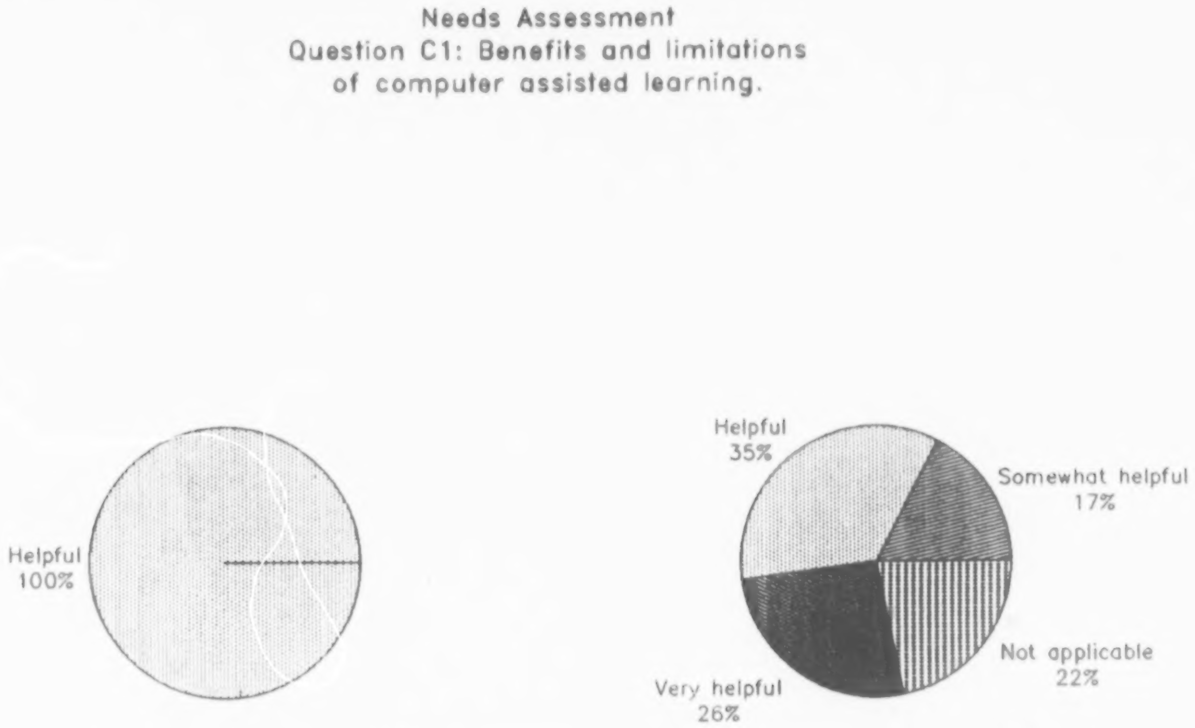
Needs Assessment
Question B4: Dealing with
Special Needs Students.



YES (N = 17 65%)

NO (N = 9 35%)

Figure 17. Special Needs Students.



YES (N = 1 4%)

NO (N = 23 95%)

Figure 18. Computer Assisted Learning.

Sixty-one percent of non-participants mentioned that it would be helpful to very helpful. Seventeen percent indicated that it would be somewhat helpful and 22% revealed that a workshop on computer assisted learning would not be applicable to their current needs.

Question C2 dealt with the case-study approach to learning. Figure 19 shows that, of the two participants in this workshop, one found it to be helpful and the other found it to be very helpful. Forty-seven percent of non-participants in this workshop reported that it would be helpful to very helpful. Nineteen percent thought that it would be somewhat helpful to not at all helpful and 33% indicated that it was not applicable to their current needs.

Insert Figure 19 about here

Figure 20 corresponds with question C3, the role of verbal and non-verbal communication skills in the classroom.

Insert Figure 20 about here

Eighty percent of participants indicated that this workshop was helpful to very helpful and 20% found it to be shelpful. Seventy-four percent of non-participants reported that this workshop would be helpful to very helpful. Twenty-two percent stated that it would be somewhat helpful to not at all helpful, and 5% said that it was not applicable to their current needs.

Question C4 deals with, using the small group approach to classroom learning. The results from this question are portrayed in Figure 21.

Insert Figure 21 about here

Participants in the workshop, using the small group approach to classroom learning, revealed that approximately one-third found it helpful, one-third found it somewhat helpful and one-third said it was not at all helpful. This contrasts with non-participants, where 70% felt that this workshop would be helpful to very helpful. Twenty percent thought that it would be somewhat helpful and 10% indicated that it was not applicable to their current needs.

Needs Assessment
Question C2: Case-study Approach
to Learning.

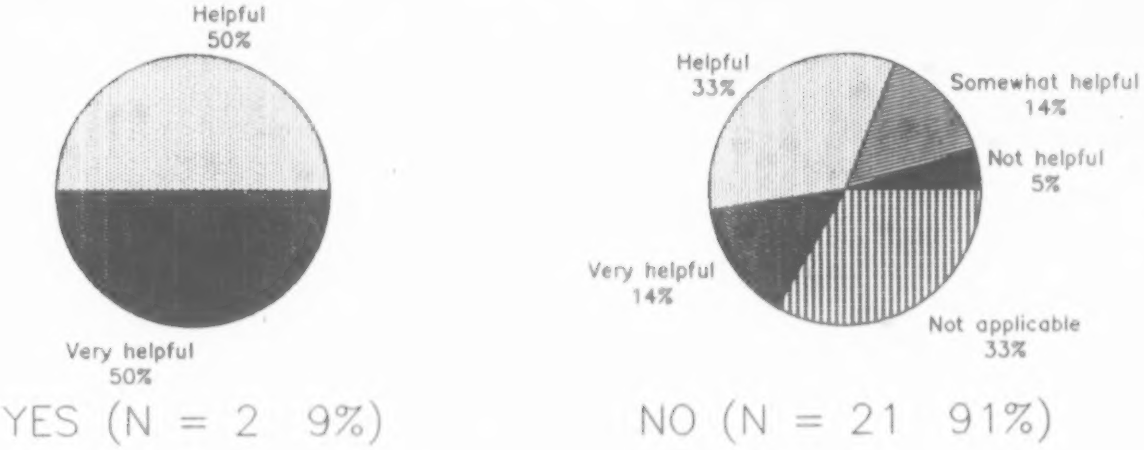
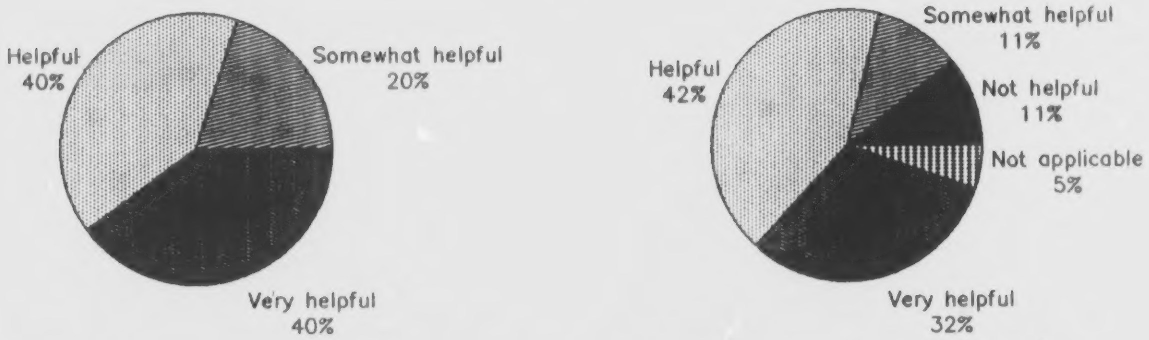


Figure 19. Case-study Approach.

Needs Assessment
Question C3: The role of verbal and
non-verbal communication skills.

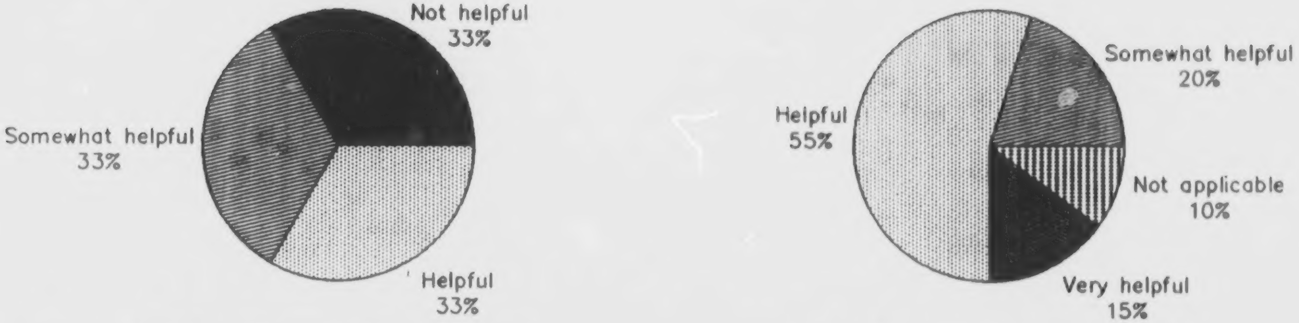


YES (N = 5 21%)

NO (N = 19 79%)

Figure 20. Verbal and Non-verbal Communication Skills.

Needs Assessment
Question C4: Using The Small Group
Approach To Classroom Learning.



YES (N = 3 13%)

NO (N = 20 87%)

Figure 21. Small Group Approach.

D: Professional Development Activities On The Assessment And Evaluation Of Students

Question D1 asked probationary faculty if they have participated in a workshop on different testing techniques. 40% of probationary faculty indicated that they have participated in the workshop. Of those 40%, an overwhelming majority of 90% revealed that the workshop was helpful to very helpful and 10% indicated that it was somewhat helpful. Eighty percent of non-participants stated that a workshop on testing techniques would be helpful to very helpful. Twenty percent indicated that it was not applicable to their current needs.

Insert Figure 22 about here

Question D2 concerned itself with a workshop on developing essay type questions. Only two probationary faculty have participated in a workshop of this nature. One participant said that it was very helpful and the other participant reported that it was helpful. Fifty-three percent of non-participants revealed that it would be helpful to very helpful. Twenty-nine percent stated the workshop topic would be somewhat helpful to not at all helpful.

Insert Figure 23 about here

Figure 24 portrays respondents' participation and degree of helpfulness on a workshop that evaluates English as second language students. Of the 25 respondents, six indicated that they have participated in this workshop and 19 have not.

Insert Figure 24 about here

Eighty-eight percent of the workshop participants found the session to be helpful to very helpful. Seventeen percent of participants indicated that the workshop was not applicable to their current needs. Sixty-eight percent of non-participants feel that a workshop of this nature would be helpful to very helpful. Eleven percent felt that it would be somewhat helpful and 16% reported that it would be not at all helpful.

Question D4 looked at a workshop on evaluating special needs students. As seen in Figure 25, 80% of workshop participants found it to be helpful to very helpful. Twenty percent of participants reported that it was not applicable to their current needs. Sixty-four percent of non-participants indicated that a workshop on evaluating special needs students would be helpful to very helpful. Twenty-six

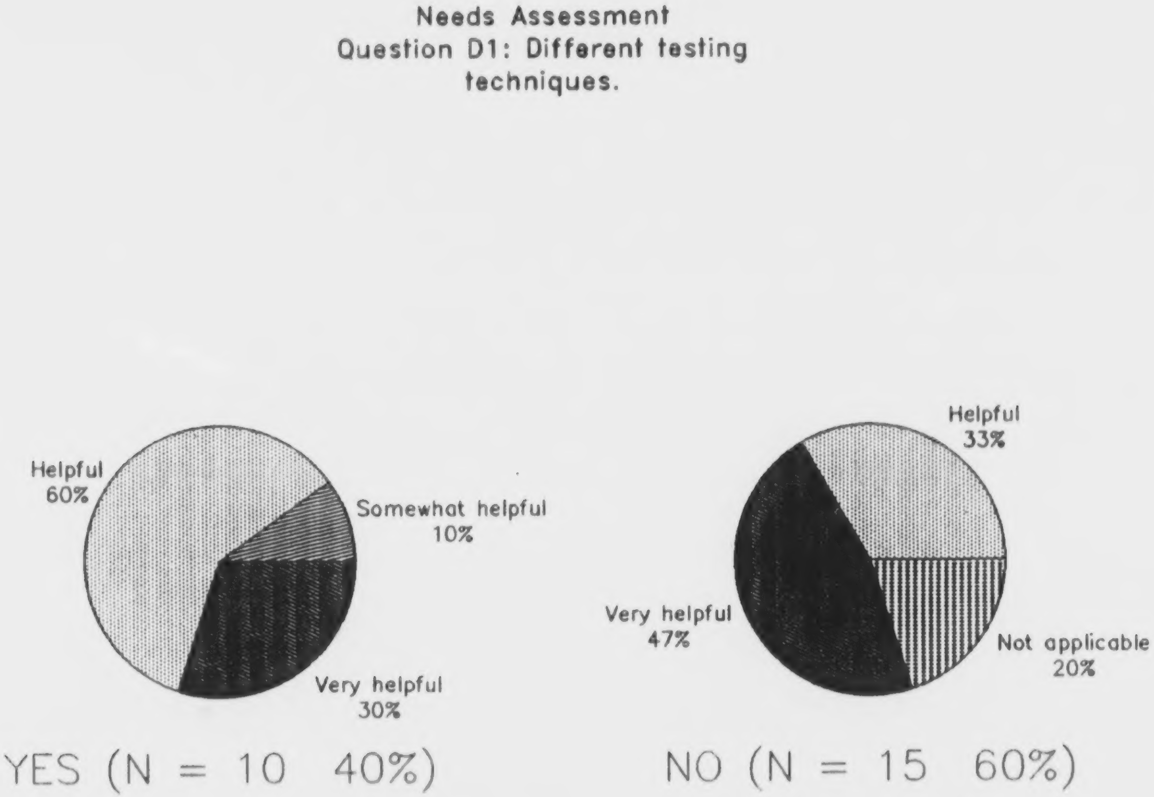


Figure 22. Testing Techniques.

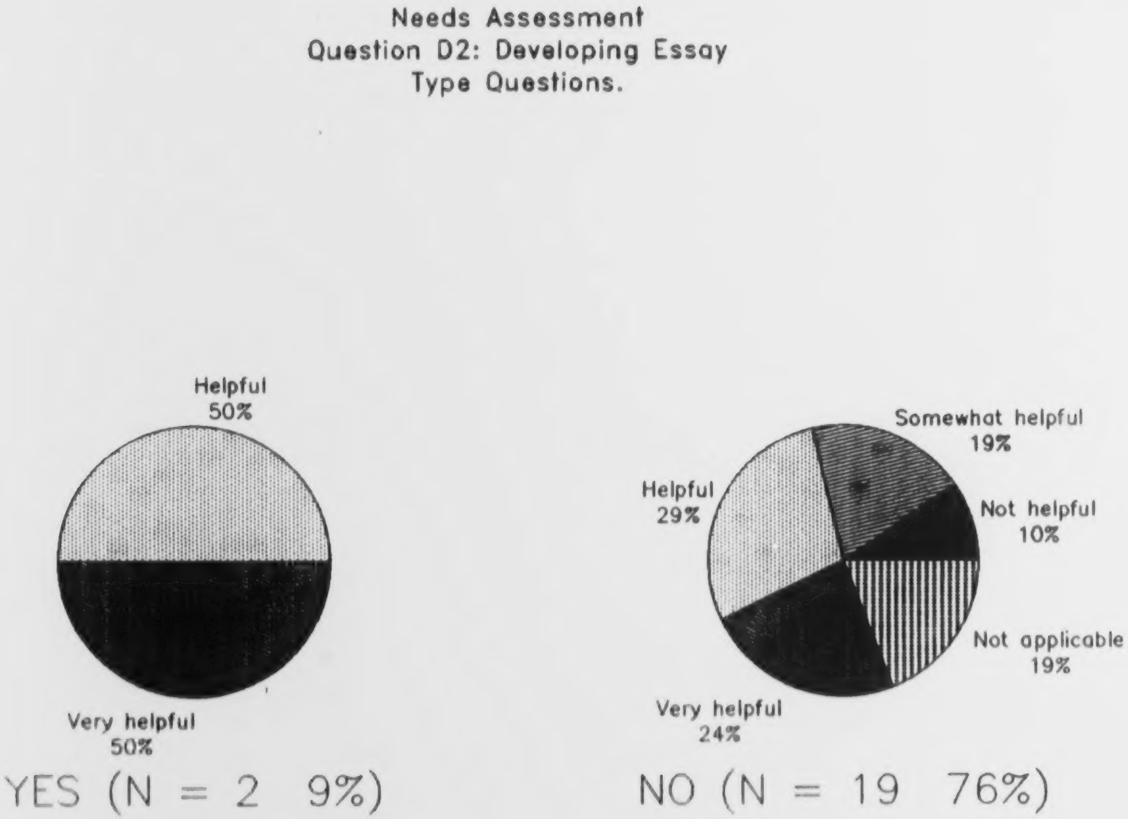


Figure 23. Essay Questions.

Needs Assessment
Question D3: Evaluating English As
Second Language Students.

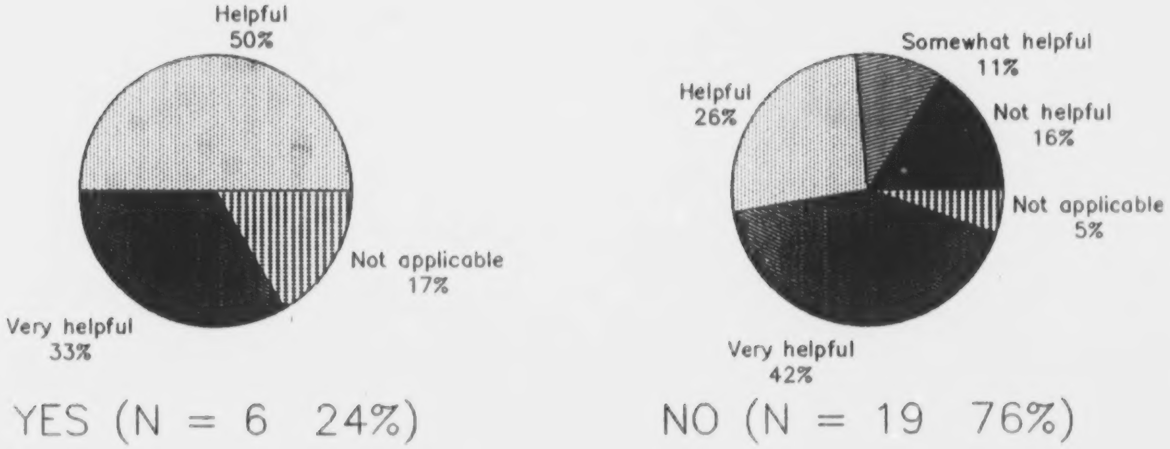


Figure 24. English As Second Language.

percent thought that it would be somewhat helpful.

Insert Figure 25 about here

E: Professional Development Activities On Professional Responsibilities

Question E1 concerned itself with a workshop dealing with classroom ethics. Figure 26 displays the results obtained from probationary faculty.

Insert Figure 26 about here

A total of four probationary have participated in this professional development activity. Seventy-five percent of these participants found it to be helpful to very helpful and 25% said that it was somewhat helpful. Of the non-participants 80% felt that this workshop would be helpful to very helpful. Ten percent said that it would be somewhat helpful and 5% reported that it would be not at all helpful.

Question E2 addressed a workshop on legal issues in a classroom setting. Figure 27 displays the results obtained from this question.

Insert Figure 27 about here

Needs Assessment
Question D4: Evaluating Special
Needs Students.

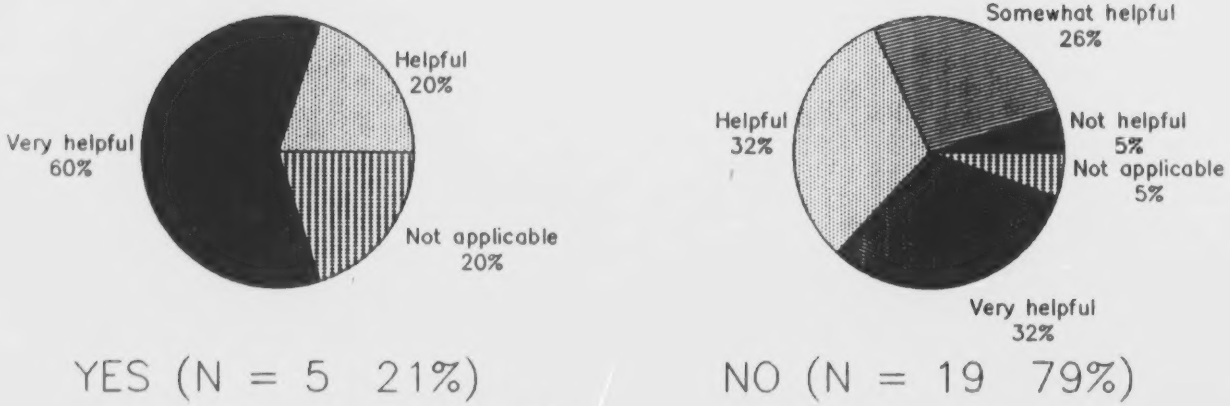


Figure 25. Special Needs Students.

Needs Assessment
Question E1: Dealing With
Classroom Ethics.

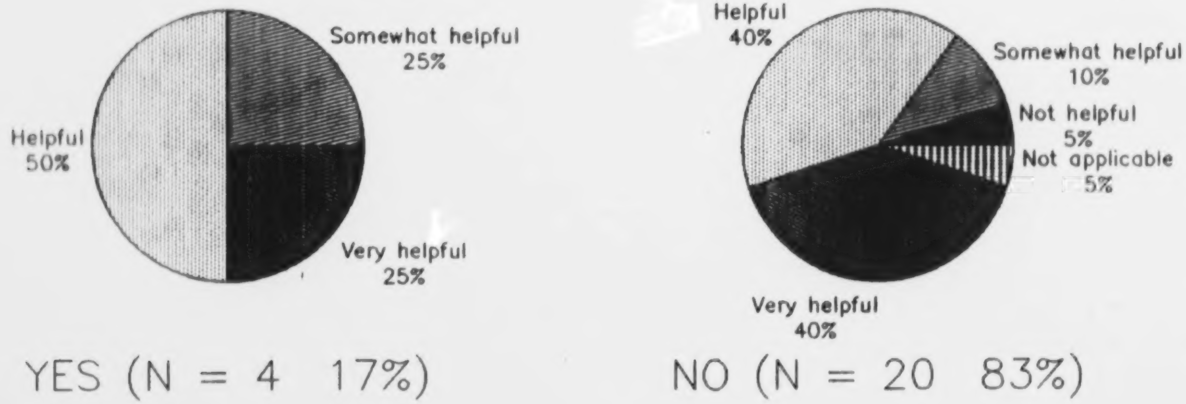


Figure 26. Classroom Ethics.

Needs Assessment
Question E2: Legal Issues In A
Classroom Setting.

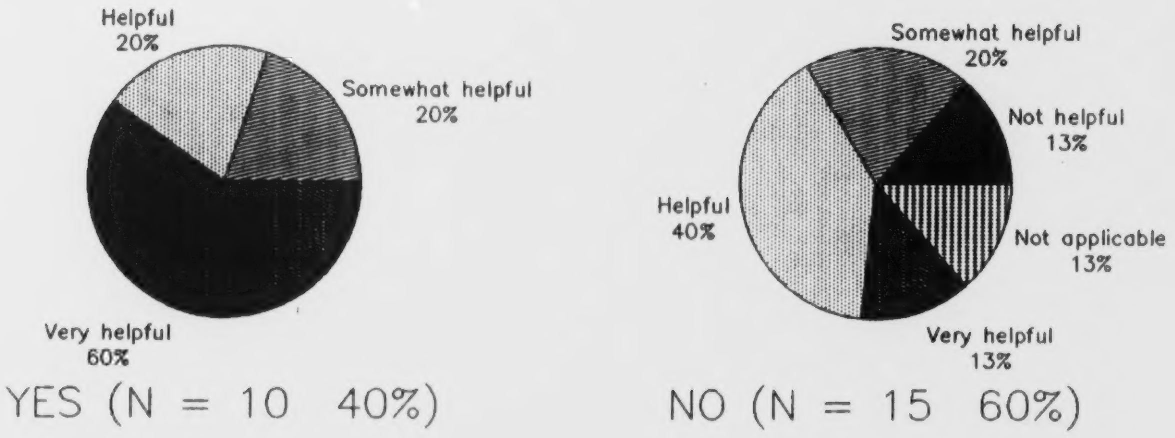


Figure 27. Legal Issues.

Forty percent of probationary faculty, who responded to this question, have participated in a workshop dealing with legal issues in the classroom. Eighty percent of the participants found the workshop to be helpful to very helpful. Twenty percent reported that it was somewhat helpful. Fifty-three percent of non-participants said that this workshop would be helpful to very helpful. Thirty-three indicated that it would be somewhat helpful to not at all helpful. Thirteen percent of probationary faculty revealed that this workshop would not be applicable to their current needs.

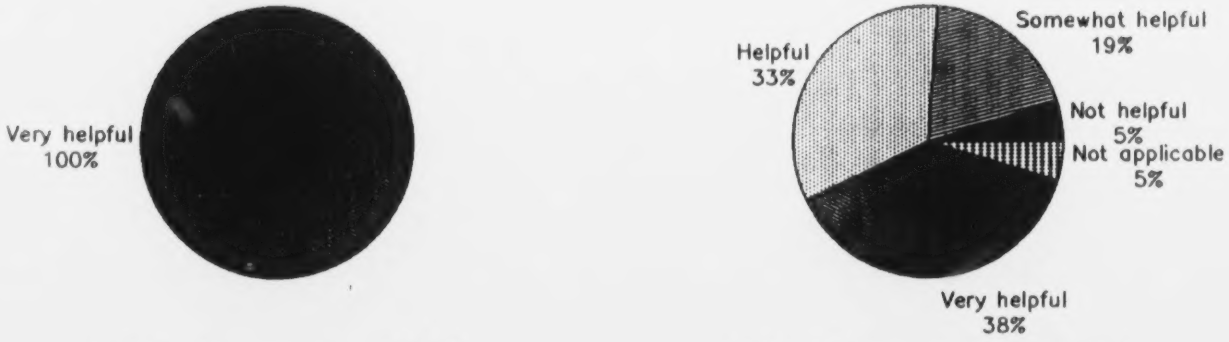
A workshop on teacher ethics was asked in question E3. The results of this question can be seen on Figure 28.

Insert Figure 28 about here

Two probationary faculty have participated in a workshop on teacher ethics and reported that it was very helpful. Seventy-one percent of non-participants said that this workshop would be helpful to very helpful. Twenty-four percent indicated that it would be somewhat helpful to not at all helpful.

Question E4 looked at a workshop dealing with health and safety practises in the classroom. The results of this question are contained in Figure 29.

Needs Assessment
Question E3: Teacher Ethics.



YES (N = 2 9%) NO (N = 21 91%)

Figure 28. Teacher Ethics.

Insert Figure 29 about here

Two probationary faculty have participated in this particular workshop. One respondent indicated that the workshop was very helpful and the other reported that it was helpful. Forty-five percent of non-participants revealed that this workshop would be helpful to very helpful. Fifty percent said that it would be somewhat helpful to not at all helpful.

Figure 30 portrays the frequency of when professional development activities should be offered.

Insert Figure 30 about here

Almost 50% of probationary faculty felt that professional development activities should be in the annual Spring Professional Development Festival. Forty-one indicated that they would like to see professional development activities on a monthly basis. Seven percentreported that professional development opportunities should be offered on a weekly basis and 4% reported a once a year frequency. .

The final open-ended question in the survey asked probationary faculty to indicate what teaching needs of theirs were not currently being met. The following list represents participants comments.

Respondent #	Respondents Comments
1.	More peer group discussions.
2.	Micro-teaching. Although I have done and received positive feedback, possibly class lecture should be used. Although topic of personal interest might help relax lecturer, it does not necessarily reflect "teaching style." Possibly lectures from other divisions, so as to appreciate how they are handling the same issues.
3.	Not enough time to do the P.D. work I want. Computer workshops are not offered at times that I can attend.
4.	Classroom layout - especially computer lab. Developing effective self-paced manuals.
5.	I am not familiar with the many programs the EAC students come from. I would be interested in a mini presentation from the various program leaders.
6.	Not sure of any needs not being met. I get introduction to topics at workshops and I benefit from my fellow faculty's experience to help me on more specific issues.
7.	More and more in depth seminars on dealing with ESL students and immature students. More time or longer (two parts perhaps) on evaluating students. Also, innovative ideas to teach video generation students to think for themselves.
12.	How to interact with students by asking the right questions. How not to get frustrated by "slow" learners. How to handle students who don't come to class or are behind in work assigned.
14.	Dealing with classroom mix. Motivation of various levels within the class.

16. I would like to participate in seminars/dinner meetings outside the college and get reimbursed.

17. More programs on inter-racial and gender relations. A workshop on what constitutes "verbal harassment."

18. I am impressed with the range of activities already offered.

19. There is less time available for me this semester even though this is my third semester here and I don't have to spend as much time familiarizing myself with the routine, pace and place. But, I do have to spend more time on administrative tasks. So I would appreciate reminders sent around of the upcoming P.D. sessions. Distributing a booklet of all the activities early in the school year is not enough.

20. Make a video available showing techniques for teaching, how to handle certain problems, etc. This would be very beneficial for probationary teachers whose time is very limited by lesson preps, learning the material, etc.

21. A sessional position is frustrating in terms of professional development. The first eight to 10 weeks of the semester you work on developing and lecturing the course, including tests, exams, etc. The remaining six to eight weeks you supplement class time with looking for work after the session is complete. A sessional instructor doesn't know what he is doing the next semester until the last moment.

24. Workshops on most recent techniques on teaching.

25. I still haven't had any P.D. feedback on my competencies list.

31. Found many of the spring programs did not meet my needs. Want more on working with foreign students, evaluation and dealing with troubled students.

Needs Assessment
Question E4: Health And Safety Practises
In The Classroom.

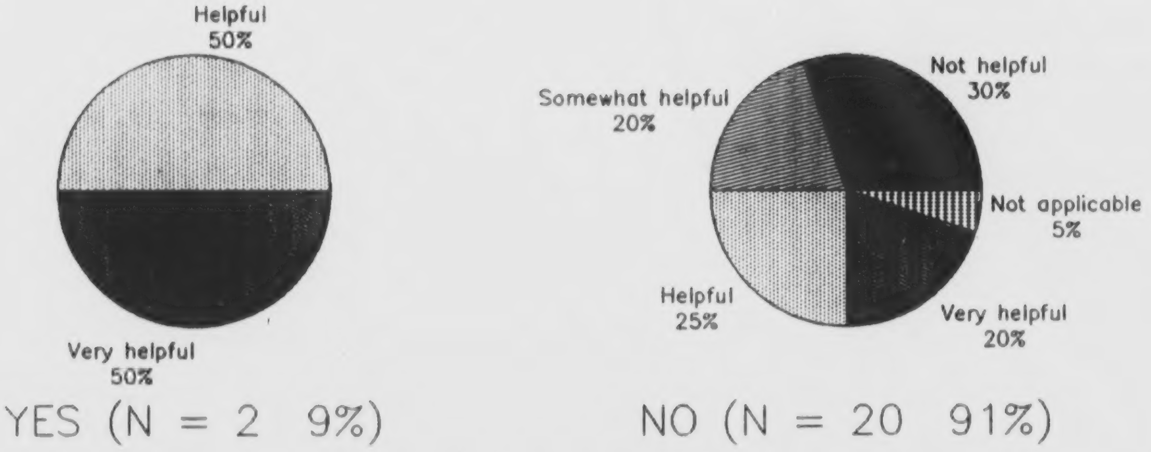


Figure 29. Health And Safety.

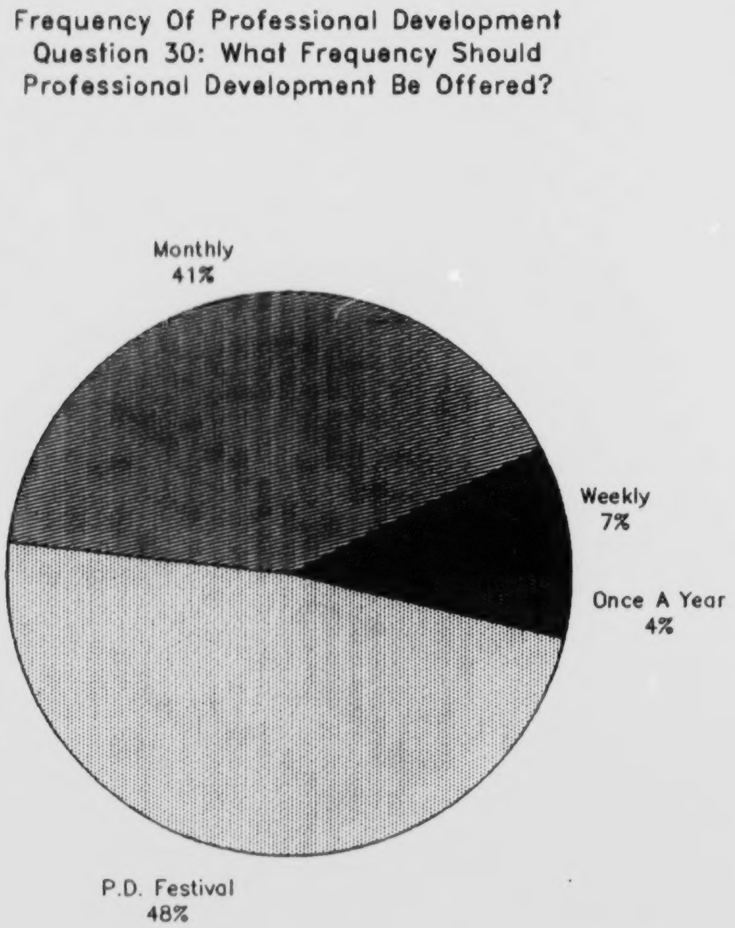

Frequency Of Professional Development
Question 30: What Frequency Should
Professional Development Be Offered?

Figure 30. Professional Development Frequency.

Summary

This chapter has shown the survey results from the 31 probationary faculty who participated in the research project at Seneca College. In particular, it investigated the research findings from three distinct areas.

First, it reported on the demographic variables of probationary faculty. Program of study, years of teaching experience, academic background, formal educational schooling, teaching prior to Seneca College and campus location were demographic questions asked to all respondents.

Second, this chapter evaluated and reviewed the professional development activities for probationary faculty at Seneca College. The programs evaluated were sanctioned programs offered by the Professional Development Department of Seneca College. Survey participants discussed their involvement in the Fall Orientation Program and in other professional development activities in which they have been involved. In addition, their opinions and suggestions for improvement on these programs were sought and reported in the chapter.

Third, probationary faculty reported on their involvement or lack of involvement and the usefulness or perceived usefulness of professional development activities that are known as the Basic Teaching Competencies . In total, 20 professional development activities that fall under the umbrella of the Basic Teaching Competencies were evaluated. Survey participants also discussed what teaching needs were not being currently met.

CHAPTER FIVE:

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Overview

In this chapter, a summary of the study will be presented and conclusions will be discussed from the research findings. Implications for practice, theory and future research will also be presented.

Summary

This study investigated the professional development needs of probationary faculty at Seneca College. Probationary faculty are full-time faculty who are serving their one - to two - year period of probation. The study attempted to report on sanctioned professional development programs that were offered by the Professional Development Department at Seneca College. In particular, the study concerned itself with andragogical professional development needs. The study did not deal with professional development "currency" in one's discipline. The andragogical needs under investigation in this study were developed by the Professional Development Department and are known as the Basic Teaching Competencies (see Appendix A). It was anticipated that probationary faculty would be in the best position to determine exactly what their andragogical needs are, based on their current and past skill inventory and teaching experiences.

A secondary purpose of this study was to determine how beneficial the Fall Orientation Program for new college faculty was. The Fall Orientation Program is a week long event designed to assist and help prepare new college faculty as they embark on their teaching careers. It was thought that a review of this program by its users would elicit valuable suggestions that may be incorporated in future Fall Orientation Programs.

The methodology employed in this study was of a qualitative and quantitative nature, comprising of 30 questions and four open-ended questions. A survey instrument was designed by the researcher in consultation with the project advisor and the Chair of the Professional Development Department at Seneca College. It was anticipated that a survey instrument distributed to all probationary faculty would be received in a more favourable position than a series of focus group interviews. It was felt that the ease of access and convenience of a survey instrument far outweighed the logistical implications of arranging, meeting and conducting a series of interviews at different campus locations.

Probationary faculty were asked to complete a survey instrument dealing with their professional development needs (see Appendix D). The survey instrument was mailed to all probationary faculty and they were instructed to return the completed survey within a two week period. To facilitate and encourage the return of the surveys, a follow-up phone survey was conducted. The end result is that 31 of 46 probationary faculty returned the completed surveys by the deadline date.

The survey instrument was divided into three major areas. First, respondents were asked to report on various demographic variables. The demographic variables were designed to provide a composite profile of probationary faculty. Survey participants were asked a series of questions in this section. Several questions were designed to determine their campus location and the program of study in which they currently teach. In addition, questions were asked to garner information on their teaching experience prior to Seneca College and while at Seneca College. It was felt that prior and current teaching experience would play an integral role in determining professional development needs. The findings from Chapter Four indicate that almost 70% of faculty have taught sessional or part-time at Seneca College prior to becoming probationary faculty, while 61% were involved in teaching at another institution prior to coming to Seneca College. It was interesting to note that more than half of the faculty with prior teaching experience taught at another community college. In order to determine their formal academic background, participants were asked to indicate their highest level of schooling. Not surprisingly, 72% of probationary faculty have a university degree at the undergraduate, graduate or doctoral level. In terms of academic educational training, only five faculty have completed Teachers College. This does not come as a surprise as the college system does not require faculty to possess a Teaching Certificate.

Second, the survey instrument evaluated and reviewed professional development program offerings. It asked participants to report on whether or not the Fall Orientation Program was beneficial in helping them prepare for classroom teaching. In addition, participants were asked to indicate the professional development programs that they have participated in during their probationary period that were the most beneficial to them. It was anticipated that responses from this section would provide impetus in designing future professional development programs that reflect the current and desired wishes of probationary faculty.

Third, the survey instrument sought to determine the perceived needs of probationary faculty as they relate to the Basic Teaching Competencies. Participants were asked to indicate whether or not they have participated in a sanctioned professional development activity. If they had participated in that activity, they were asked to evaluate how helpful it was to them according to a five point Likert

Scale. Subsequently, if they had not participated in the activity, they were asked to determine how helpful it might be for them. It was anticipated that this section of the survey instrument would present a composite picture of the professional development needs that probationary faculty deem as being useful in their teaching endeavours.

A descriptive statistical analysis was used in this study. Survey results were coded and recorded using dBase III and were then downloaded to the Statistical Package for Social Sciences (S.P.S.S.). Graphical representations in the form of pie charts were used throughout Chapter Four to illustrate the 30 questions. The pie charts were produced using the Harvard Graphics Program. Responses to the four open-ended questions appear verbatim in Chapter Four.

Conclusions

Reports, studies and conversations with students and faculty all expound the importance of college faculty being trained in teaching skills. While it is fine to stress the importance of having faculty learn or improve upon their teaching skills, one must first determine what are the required teaching skills. The problem investigated in this study was to determine the teaching skills that are desired by probationary faculty at Seneca College. It is to this end the study focused its efforts.

Three main questions were addressed in this study. The first question asked, "What are the professional development needs of basic teaching competencies for probationary faculty?" Basic Teaching Competencies are five areas of knowledge that will assist probationary faculty in developing their teaching skills. The five competency areas have been broadly referenced as:

1) Program, Subject and Lesson Planning
2) The Students
3) The Teaching/Learning Process
4) Assessment and Evaluation of Students
5) Professional Responsibilities.

Under each of these five areas are a number of objectives or desired skills and a corresponding level of mastery (see Appendix A). For the purpose of this study, four professional programs were derived from each of the major competency areas, providing a total of 20 professional development programs.

It was thought that a needs assessment based on the Basic Teaching Competencies would be able to clearly identify individual and collective professional development needs desired by probationary faculty. While the findings indicate quite succinctly that the majority of faculty who have participated in a sanctioned professional development program have found them to be helpful to very helpful, they do not indicate a preference of participating in future programs. In order to determine the professional development needs of probationary faculty, the information needs to be extrapolated from the probationary faculty who have not participated in some of the 20 Basic Teaching Competencies. From the Chapter Four findings, it is interesting to note that the majority of probationary faculty who have not participated in any one of the 20 Basic Teaching Competencies felt the program(s) would be helpful to very helpful in their teaching skills.

This study has succeeded in forcing probationary faculty to address their participation levels in the 20 Basic Teaching Competencies and to critique the usefulness of that program as it relates to their own personal careers. For some, this may have been the first time that they openly evaluated and reviewed their professional development achievements and future aspirations. In addition, this study may have been a catalyst in creating awareness that having ownership in professional development plans is the responsibility of each faculty member (Usera 1989).

The second question to be answered in this study was, "What are the levels of participation of probationary faculty in Seneca College professional development programs?" More specifically, this question set out to investigate the Fall Orientation Program for new college faculty.

Over 80% of probationary faculty indicated that they had participated in the Fall Orientation Program. It was thought that participation would have been 100% for this program; however, the reasons for lack of participation were not investigated. Nonetheless, an overwhelming majority of program participants indicated that the Fall Orientation Program was beneficial to them in preparing for classroom teaching. In particular, a number of respondents felt that the Fall Orientation Program provided them with a solid background of the organizational structure and philosophy of Seneca College. This parallels findings in the review of literature that support the responsibility that a college has toward its faculty in communicating its current and future direction, goals, structure and commitment to professional development programs.

When asked to make recommendations for future Fall Orientation Programs, a number of common themes prevailed. First, and foremost, several respondents indicated a strong preference to stream faculty members according to their teaching experience. Inexperienced faculty felt intimidated being mixed with experienced faculty and, conversely, seasoned faculty indicated a desire to be challenged by providing program opportunities at a more advanced level. This is borne out in that almost 40% of probationary faculty have no previous teaching experience prior to Seneca College. Therefore, the number of probationary faculty with some teaching experience outweighs those with none. This fact may be viewed by the Professional Development Department as an invitation to modify program and activity offerings at future Fall Orientation Programs that best reflect the needs of their clientele. This would imply that a probationary faculty demographic analysis be ascertained on all new college faculty to determine their individual teaching experiences and qualifications.

Second, several probationary faculty emphasized the importance of including part-time and sessional teachers in future Fall Orientation Programs. From an educational point of view, this is seen as being a prudent suggestion. However, the administrative logistics, timeliness and associated costs would have to be explored by the appropriate parties. In particular, timeliness is a crucial and sensitive issue. Some part-time and/or sessional faculty are hired at the last moment on a demand basis. Therefore, if hired in September, they would miss out on the Fall Orientation Program, which traditionally is held in August.

Third, it was suggested to organize a compressed version of the Fall Orientation Program in January. This would serve the purpose of accommodating faculty who missed the August program date and those who were hired for the spring semester.

In addition to the Fall Orientation Program, survey participants were asked to indicate the professional development programs that they have participated in during their probationary period that were the most beneficial to them. A wide variety of programs were mentioned by faculty in this question. The micro-teaching program was found to be very popular. Several faculty indicated that they have not had the time to invest in any additional professional development. It would appear that the challenge to encourage probationary faculty involvement could come from their supervisors. Arreola (1983) argues that administrative apathy is one of the reasons why faculty development plans fail. A co-operative alignment of probationary faculty and their immediate supervisor is essential to ensure direction in one's personal development plan.

The third question to be addressed in this study asked participants if their professional development needs are being met. The responses to this question were quite varied and ranged from workshops on peer group discussions and English as Second Language Students, to recent techniques on teaching. Diversity is evident in their responses, and this corresponds to each faculty member's stage in his/her teaching career. A problem of finding time to participate in professional development programs was indicated by several participants. Perhaps, this lack of time, diversity of faculty interests and various campus locations could serve as a challenge to faculty, the Professional Development Department, administration and Professional Development Committees to use creative programming to meet professional development needs of faculty.

Implications for Practice

Probationary faculty have shared their desired professional development needs in this study. The findings from this study provide Seneca College and the Professional Development Department with a number of recommendations. There is a strong sense that probationary faculty have a desire to improve their professional skills through andragogical training. To facilitate this ownership in their professional development plan, it is essential that administration and their immediate supervisor have a stake in the plan. Dialogue, a plan of action, support, commitment and evaluation of professional development plans must be a shared responsibility. This shared responsibility communicates a message to the college community that faculty are seen as an investment whose teaching talents have to be nurtured and updated on an on-going basis.

Numerous findings from this study may be used by the Professional Development Department to service their clientele. Changes in the Fall Orientation Program were of particular concern to probationary faculty. Developing a tiered system of program offerings based on teaching expertise and experience would facilitate the diverse backgrounds and needs of new college faculty.

The survey instrument could also be extended and modified to incorporate a user inventory card of professional development activities. By this, probationary faculty would be given a checklist card that allows them to personally track and monitor their professional development activities as they relate to andragogical skills. A similar card or computerized system could be utilized at the Professional Development Department to harmonize with each probationary faculty member and, hence, effectively create a user data base to monitor, review and evaluate individual and collective professional development participation.

It is possible that survey findings may be used by the Professional Development Department to make decisions on what Basic Teaching Competencies may be offered at the Fall Orientation Program and at various junctures throughout the academic school year.

Implications for Theory

The findings from this study clearly parallel the theoretical and practical framework discussed in the review of literature contained in Chapter Two. It is quite evident that probationary faculty do have opinions about their professional development programs and how they are trained in teaching skills. Having responsibility for and ownership in ones professional development have been deemed essential and increase the likelihood of following through with ones plan.

Implications for Further Research

It makes good sense to actively pursue and involve probationary faculty in the review, evaluation and critique of professional development programs. This study represented the first attempt by Seneca College to ask probationary faculty of their demographic background, their teaching needs and to assess professional development programs in which they have participated. Therefore, it would be prudent to conduct this study on an annual basis with new college faculty. Obtaining information from probationary faculty on an annual basis would provide the Professional Development Department at Seneca College with a wealth of information that would no doubt assist in the decision-making process of what programs should be offered to probationary faculty.

A tracking study of the participants in this study in two years time is also possible to measure their level of participation and to identify the number of Basic Teaching Competencies that have been achieved. Therefore, a comparison can be drawn from 1991 data and 1993 data.

In addition, a similar study or a modified study could be incorporated to determine the professional development needs of all college faculty. Research that includes all college faculty could be conducted every two years, thereby providing a solid foundation of information on professional development needs, participation rates and program evaluations.

An extension and modification of this survey instrument is also suggested for other community colleges in the Ontario system. This would create a province wide data base of professional development offerings as perceived by probationary faculty.

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APPENDICES

Appendix A: Basic Teaching Competencies

Appendix B: Professional Development at Seneca College: A Response to the Skolnik Report by the Professional Development Committee

Appendix C: Recommendations to the Faculty Sub-Committee on Professional Development

Appendix D: Survey Instrument

Appendix E: Survey Letter

Appendix F: Statistical Survey Results

Appendix A: Basic Teaching Competencies

Referring to the accompanying list of objectives as a list of "competencies" is perhaps a misnomer. Rather, it lists some of the key areas in which you should gain knowledge, awareness, or consciousness to provide a basis for competency in your teaching and other dealings with students.

Your satisfactory attainment of these objectives will be one factor on which your Chair and Dean will judge your probationary progress, but they will be more directly concerned with the extent to which your knowledge and awareness is put into actual practice in the classroom and into your other dealings with students.

A second level of Professional Development work, which should also be completed before the end of your probationary period, comprises any one of four practical activities. These are

1. An in-depth study of some aspect of the teaching-learning process in which you are particularly interested,
2. A piece of independent classroom research,
3. An R.S.V.P. (Reviewing Skills through Video Presentation) experience (5 @ 3 hrs sessions), or
4. A peer consultation experience (Janzen/Tiberius model).

(Those of you who started under the previous system, in which hours rather than accomplishment of objectives were the P.D. criteria, should speak to Frank Miller, Chair, Professional Development, about which system they should follow.)

Probationary teachers are asked to complete the accompanying inventory to the best of their ability. Each of them should make an appointment to see Frank Miller, Chair, Professional Development, ext. 2080, by mid-September in order to spend half an hour going over their responses to the inventory. Please also get a copy of your timetable to Frank as soon as possible, so that appointments with a series of teachers on the same campus can be coordinated.

Throughout the year, workshops will be run which cover all of the items on the inventory. (The fall semester dates, times and locations of these workshops will be published by the end of September.) However, probationary teachers may acquire the necessary knowledge or awareness in other ways--by reading, by discussion with knowledgeable friends or colleagues, through divisional activities--in other words, in whatever way best suits their personal learning style. The Professional Development Department will always be ready to assist in this in any way we can. Just keep us posted so that we can keep your record up-to-date.

Name (please print): . . . .

Division: . . . . **Program:** . . . .

Campus: . . . . **Office No.:** . . . . **Ext:** . . .

Please circle the number that best represents your abilities in each item.

"1" = Virtually no knowledge of the topic
"2" = A smattering of knowledge about the topic, not much more
"3" = A passable working knowledge of the topic, probably the result of experience with the topic or attending a workshop on it
"4" = A competent knowledge of the topic, probably the result of significant experience or study
"5" = A strong, in-depth knowledge of the topic. Could play a lead role in a workshop on the topic

A. PROGRAM, SUBJECT AND LESSON PLANNING

A 1.	Understands the basic principles of program and subject development.	1	2	3	4	5
A 2.	Can prepare subject objectives that will help to fulfil the college's mission of providing programs dedicated to (a) vocational relevance, (b) social responsibility, and (c) lifelong learning.	1	2	3	4	5
A 3.	Can prepare an appropriate set of objectives for a given topic, distinguishing between cognitive objectives, affective objectives, and psychomotor objectives.	1	2	3	4	5
A 4.	Can develop learning objectives and teaching techniques that take into account the importance of critical thinking (both problem-solving and emancipatory).	1	2	3	4	5
A 5.	Can develop learning objectives and teaching techniques that take into account the importance of independent learning.	1	2	3	4	5
A 6.	Can develop learning objectives and teaching techniques that take into account the importance of student literacy.	1	2	3	4	5
A 7.	Can develop learning objectives and teaching techniques that take into account the importance of environmental consciousness.	1	2	3	4	5
A 8.	Can define the standard of performance that will determine whether a particular objective has been met.	1	2	3	4	5
A 9.	Can plan an effective lesson on a given topic.	1	2	3	4	5

Please circle the number that best represents your abilities in each item.

"1" = Virtually no knowledge of the topic
"2" = A smattering of knowledge about the topic, not much more
"3" = A passable working knowledge of the topic, probably the result of experience with the topic or attending a workshop on it
"4" = A competent knowledge of the topic, probably the result of significant experience or study
"5" = A strong, in-depth knowledge of the topic. Could play a lead role in a workshop on the topic

B. THE STUDENTS

B 1.	Can describe the principal ways in which adult learning differs from child learning, and the implications for Seneca students.	1	2	3	4	5
B 2.	Can describe the principal differences between the young adult and the mature adult as learners.	1	2	3	4	5
B 3.	Is aware of the types of external-to-the-college problems that may affect an individual student's performance.	1	2	3	4	5
B 4.	Is aware of the general demographics of the Seneca student population and the principal implications for the teaching/learning process.	1	2	3	4	5
B 5.	Understands and can describe the various forms of prejudice--racial, age, gender, etc.--that can adversely affect student learning.	1	2	3	4	5
B 6.	Recognizes the nature and depth of problems for students who have English as a Second Language.	1	2	3	4	5
B 7.	Is familiar with college policies and procedures regarding Special Needs Students.	1	2	3	4	5

Please circle the number that best represents your abilities in each item.

"1" = Virtually no knowledge of the topic
"2" = A smattering of knowledge about the topic, not much more
"3" = A passable working knowledge of the topic, probably the result of experience with the topic or attending a workshop on it
"4" = A competent knowledge of the topic, probably the result of significant experience or study
"5" = A strong, in-depth knowledge of the topic. Could play a lead role in a workshop on the topic

C. THE TEACHING/LEARNING PROCESS

C 1.	Recognizes the existence of a wide variety of learning styles and their implications in the choice of teaching techniques.	1	2	3	4	5
C 2.	Can select appropriate teaching techniques to enable learners to achieve different types of objectives.	1	2	3	4	5
C 3.	Is familiar with different types of lecture, with the factors that lead to their successful use, and with the circumstances in which a form of lecture is the optimum teaching technique.	1	2	3	4	5
C 4.	Is familiar with the case-study approach to teaching and with the circumstances and techniques that make the approach successful.	1	2	3	4	5
C 5.	Is familiar with the small group approach to student learning and with the circumstances and techniques that make the approach successful.	1	2	3	4	5
C 6.	Is familiar with the philosophy of experiential learning and with the circumstances and techniques that make the approach successful.	1	2	3	4	5
C 7.	Is aware of some of the current possibilities and techniques of various forms of computer-assisted learning, and of some of the attendant benefits and limitations.	1	2	3	4	5
C 8.	Understands the importance of independent learning and ways in which it can be nurtured, including use of learning contracts.	1	2	3	4	5
C 9.	Can give examples of teaching techniques that can actively oppose prejudice of various sorts.	1	2	3	4	5
C 10.	Can suggest ways in which the learning of E.S.L. students can be facilitated.	1	2	3	4	5
C 11.	Demonstrates an appropriate level of skill in the use and interpretation of non-verbal communication.	1	2	3	4	5
C 12.	Demonstrates an appropriate level of flexibility and skill in the use of oral communication.	1	2	3	4	5

Please circle the number that best represents your abilities in each item.

"1" = Virtually no knowledge of the topic
"2" = A smattering of knowledge about the topic, not much more
"3" = A passable working knowledge of the topic, probably the result of experience with the topic or attending a workshop on it
"4" = A competent knowledge of the topic, probably the result of significant experience or study
"5" = A strong, in-depth knowledge of the topic. Could play a lead role in a workshop on the topic

D. ASSESSMENT AND EVALUATION OF STUDENTS

D 1.	Understands the variety of purposes for which testing and evaluation of students can be used.	1	2	3	4	5
D 2.	Can describe in simple terms the issues of reliability and validity as they apply to the testing of students.	1	2	3	4	5
D 3.	Can describe the key differences between criterion-referenced testing and norm-referenced testing, including the pros and cons of each method.	1	2	3	4	5
D 4.	Understands the differences between objective and subjective tests, the relative merits of each, and the appropriate circumstances for the use of each.	1	2	3	4	5
D 5.	Can create effective multiple-choice test questions and knows how to perform an item analysis to evaluate the quality of the questions.	1	2	3	4	5
D 6.	Knows when essay-type questions are appropriate and can construct valid questions that measure what is intended to be measured.	1	2	3	4	5
D 7.	Can make appropriate judgments about educationally and humanly fair procedures for evaluating Special Needs Students.	1	2	3	4	5
D 8.	Can make appropriate judgments about educationally and humanly fair procedures for evaluating E.S.L. students.	1	2	3	4	5

BEST COPY AVAILABLE

Please circle the number that best represents your abilities in each item.

"1" = Virtually no knowledge of the topic
"2" = A smattering of knowledge about the topic, not much more
"3" = A passable working knowledge of the topic, probably the result of experience with the topic or attending a workshop on it
"4" = A competent knowledge of the topic, probably the result of significant experience or study
"5" = A strong, in-depth knowledge of the topic. Could play a lead role in a workshop on the topic

E. PROFESSIONAL RESPONSIBILITIES

E 1.	Understands the role of the teacher in the counselling of students and can make appropriate judgments about when and how to refer students for professional counselling.	1	2	3	4	5
E 2.	Understands, and is aware of the implications of, legal issues involving the classroom, including human rights, equity, privacy, and freedom of information legislation.	1	2	3	4	5
E 3.	Understands the nature of ethical issues regarding the classroom teacher, both in regard to dealings with students and dealings with other members of the Seneca community.	1	2	3	4	5
E 4.	Understands health and safety practices and procedures as they apply in teaching situations.	1	2	3	4	5
E 5.	Understands Seneca College policies and procedures regarding disruptive students in the classroom.	1	2	3	4	5

Appendix B: Professional Development At Seneca College: A Response to the Skolnik Report
by the Professional Development Committee

1) First, we stress the importance of serious commitment on the part of the college toward professional development on an ongoing, year round basis.

2) In conjunction with this is a recognition of the professional responsibility of faculty to maintain an expertise in their fields of study and to develop the most effective pedagogical methods. In this way, the quality of instruction at Seneca College will be fostered.

3) Therefore, we recommend that all faculty be guaranteed four weeks of professional development each year, preferably in a single block of time.

4) We recommend that once every five years facultyprofessional development time be devoted to the updating of pedagogical skills and methodologies.

5) We maintain that the impetus for professional development begins with the individual at the divisional level; collaborative discussion between faculty and administration should lead to an annual formative professional development plan for each faculty member.

6) Incumbent in this is the development of a formative method of faculty evaluation. The Formative Evaluation Committee, a subcommittee of the Staff Development Committee, has studied the issue and is prepared to offer specific suggestions as to the nature of this faculty evaluation. Serious consideration should be given to introducing some form of student input into the procedure.

7) We recommend that the current college commitment to probationary training for incoming faculty be maintained.

8) We also recommend that all new full-time regular faculty be allotted four weeks preparation time for training in teaching methodology and course preparation before classroom duties begin and a reduced teaching assignment in their initial semester, or an equivalent amount of time prior to and during the initial semester.

9) We recommend in order to facilitate faculty training and preparation that hiring should take place with sufficient lead time to accommodate course preparation for probationary teachers.

10) Every division or department in the college should have a professional development committee to participate in curriculum review, to make recommendations concerning the allocation of funding for professional development, and generally to motivate and support professional development on the divisional level. Adequate funding must be made available for divisional professional development. A working conference should be held to assist in building and strengthening divisional professional development committees.

11) We recommend that the college establish an academic council to make recommendations concerning college academic policies. Membership should include administration, and faculty and students elected by their peers. A representative from the Staff Development Committee should be appointed to the academic council to maintain the interests of professional development.

12) We recommend that the college ensure adequate professional development time and funding for all academic administrative appointments. Areas for professional development should include teaching and learning as well as such factors as organizational behaviour, academic planning and contract administration.

13) We recommend as part of their professional development that all academic administrators return to classrooms duties on frequent, if limited basis.

Source: (Laxson, Bob (1987). Background Reference Material For Professional Development Programs. Seneca College.)

Appendix C: Recommendations to the Faculty Sub-Committee on Professional Development

1) Make sure that all faculty have received a copy of the policy document governing professional development.

2) Arrange meetings with administrative staff and program coordinators to discuss approaches to the establishment of professional development committees at departmental and/or divisional levels as soon as possible.

3) Stimulate and guide discussion process for the establishment of professional development committees among faculty in divisions/departments.

4) Help in the establishment of professional development committees at the departmental/divisional level or program level by October 1982.

5) As the central college committee on professional development:

   a) Solicit faculty opinions on college-wide offerings in professional development.

   b) Organize a professional development market week with a wide variety of workshops, lectures, forums and events during May or June.

   c) Stimulate divisional and/or campus activities, offerings in professional development at different times of the year.

   d) Develop a central information repository for past professional development offerings, projects, and activities.

   e) Develop a skills bank of Seneca faculty skills and knowledge in order to utilize college staff for professional development activities.

   f) Stimulate departmental or divisional professional development planning (two to three years). This should be done by individuals and by departments.

Appendix C

g) Aid professional development committees indeveloping adequate professional development forumswhere individual can share experiences. In addition,help ensure follow-up and review procedures for individual and departmental professional development activities.

6) As part of professional development, ensure that departments and divisions have a worked-out orientation program for new teachers. This should also include a clear evaluation system for teachers during their probationary period.

7) As the faculty sub-committee on professional development, attempt to limit faculty isolation through:

a) Stimulating regular department or program faculty meetings to discuss programs, courses, students.

b) Encourage a system of optional course rotation among department or program faculty to relieve boredom, routine and burn-out.

c) Stimulate occasional divisional meetings on educational and other issues of concern.

d) To the degree possible encourage programs and departments to develop educational and program objectives -- to which professional development activities can in part relate. This should be started at the department or program levels/and should not be/or be seen, as an administration method or system of control.

Source: (Schaefer, Christopher and Legg, Margaret (1982). Recommendations to the Faculty Sub-Committee on Professional Development. (pp. 1 - 3).)

Appendix D: Survey Instrument

A
NEEDS ASSESSMENT OF PROFESSIONAL DEVELOPMENT ACTIVITIES
FOR
PROBATIONARY FACULTY AT SENECA COLLEGE

To All Probationary Faculty:

This needs assessment will help determine the professional development teaching needs that probationary faculty like yourself have.

Your answers will be treated with confidentiality and with anonymity. Only group data and statistical summaries will be presented in the final report.

Please do not write your name on this questionnaire.

Please return your completed questionnaire in the inter-campus envelope provided before Thursday, November 21, 1991.

If you have any questions regarding the questionnaire, please call me at, 491-5050 extension 2149.

Thank you for completing this questionnaire.

Kerry Jarvis - Brock University, Master of Adult Education Program

Appendix D

PART ONE: DEMOGRAPHIC INFORMATION

The purpose of Part One is to obtain demographical data on your program of study and your past educational and teaching experience.

1) Please indicate your current campus location. ________________________

2) Please indicate the program of study that you teach in (i.e., Business Division, Liberal Studies Division). ________________________

3) Have you taught sessional or part-time at Seneca College before becoming a probationary faculty member? ☐ Yes ☐ No

If yes, please indicate the number of semesters taught. ________________

4) Since being appointed as a probationary faculty member, how many semesters have you taught? (Please include the current semester as one.) Please check the appropriate box.

☐ 1 semester ☐ 2 semesters ☐ 3 semesters ☐ 4 semesters or more

5) Prior to teaching at Seneca College, were you involved in teaching at any other institution? ☐ Yes ☐ No

If you answered yes, please proceed to question number 5 (a). If you answered no, please proceed to question number 6.

5) (a) Please indicate with a check mark in the appropriate box(es) where you have been involved in teaching prior to Seneca College.

☐ another community college

☐ secondary school

☐ university

☐ a private institution

☐ primary school

☐ polytechnical institute

☐ other (please indicate) ________________________

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6) Please indicate your current academic background by placing a check mark in the appropriate box.

☐ doctoral degree
☐ master degree
☐ university degree
☐ college diploma
☐ college certificate
☐ secondary school diploma
☐ other (please indicate) ____________________

7) Please indicate in the space provided, what academic educational training you have received. (i.e., Teachers College, Master of Adult Education). ______________

PART TWO: EVALUATION AND REVIEW OF PROFESSIONAL DEVELOPMENT ACTIVITIES

The purpose of Part Two is to receive feedback from probationary faculty on the professional development activities that they have participated in and obtain their opinions on these activities.

1) Have you participated in either the 1989, 1990 or the 1991 Fall Orientation Program for new college faculty? ☐ Yes ☐ No

If ye[illegible] please answer the following two short answer questions.

If no, please proceed to question number 2.

1) (a) Was the Orientation Program beneficial to you in preparing you for classroom teaching? Please explain in the space provided below.

____
____
____
____
____

Appendix D

1) (b) What suggestions would you like to make to improve future Orientation programs for new college faculty? Please make your suggestions in the space provided below.

2) Please indicate the professional development program(s) that you have participated in during your probationary period that were the most beneficial to you.

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PART THREE: NEEDS ASSESSMENT

In Part Three I am looking for your thoughts and ideas on professional development activities that would assist you in your teaching skills.

First, I would like you to indicate for each of the Professional Development teaching competencies listed, if you have participated in a Seneca College workshop. If you indicate, [ ] YES, please answer the second part of the question based on how helpful that workshop was for you. If you indicate, [ ] NO, please answer the second part of the question based on how helpful that workshop topic would be for you.

1 = not at all helpful
2 = somewhat helpful
3 = helpful
4 = very helpful
5 = not applicable to my current needs

A. PROFESSIONAL DEVELOPMENT ACTIVITIES ON PROGRAM, SUBJECT AND LESSON PLANNING

1) Principles of program and subject development.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

2) Planning effective lessons.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

3) Developing learning objectives that takes into account the importance of student literacy.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

Appendix D

If [ ] YES, please circle the appropriate number on the scale as to how helpful that workshop was for you.

If [ ] NO, please circle the appropriate number on the scale as to how helpful that workshop topic would be for you.

1 = not at all helpful
2 = somewhat helpful
3 = helpful
4 = very helpful
5 = not applicable to my current needs

4) Developing learning objectives that takes into account the importance of independent learning.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

B. PROFESSIONAL DEVELOPMENT ACTIVITIES DEALING WITH STUDENTS.

1) The principles of adult learning.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

2) The mature adult student.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

3) Demographics of the Seneca College student population.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

4) Dealing with special needs students.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

C. PROFESSIONAL DEVELOPMENT ACTIVITIES FOR THE TEACHING LEARNING PROCESS

1) Benefits and limitations of computer assisted learning.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

2) Case-study approach to learning.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

3) The role of verbal and non-verbal communication skills in the classroom.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

4) Using the small group approach to classroom learning.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

Appendix D

If [ ] YES, please circle the appropriate number on the scale as to how helpful that workshop was for you.

If [ ] NO, please circle the appropriate number on the scale as to how helpful that workshop topic would be for you.

1 = not at all helpful
2 = somewhat helpful
3 = helpful
4 = very helpful
5 = not applicable to my current needs

D. PROFESSIONAL DEVELOPMENT ACTIVITIES ON THE ASSESSMENT AND EVALUATION OF STUDENTS

1) Different testing techniques.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

2) Developing essay type questions.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

3) Evaluating English as Second Language students.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

4) Evaluating Special Needs Students.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

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E. PROFESSIONAL DEVELOPMENT ACTIVITIES ON PROFESSIONAL RESPONSIBILITIES

1) Dealing with classroom ethics.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

2) Legal issues in a classroom setting (i.e., freedom of information legislation).

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

3) Teacher ethics.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

4) Health and safety practises in the classroom.

Have participated in workshop. [ ] YES [ ] NO

1 2 3 4 5

Appendix D

1) What is the appropriate frequency(ies) of when professional development activities should be offered? Please check the appropriate box(es) below.

[ ] weekly [ ] monthly [ ] during the spring P.D. festival

[ ] once a semester [ ] once a year

[ ] other (please indicate) ______________________________

2) What teaching needs of yours are not currently being met? Please indicate in the space provided below the types of professional development activities that you would like to see your Professional Development Department for faculty conduct.

____

____

____

____

____

____

____

____

Thank you very much for your participation and co-operation.

Please enclose your completed questionnaire in the self-addressed envelope provided and send it in the Seneca College inter campus mail before Thursday, November 21, 1991.

Appendix E: Survey Letter

November 11, 1991

Dear Seneca College Faculty:

Please allow me to introduce myself. My name is Kerry Jarvis. I am a faculty member in the Business Division. As part of my studies in the Master of Adult Education program at Brock University, I am preparing to commence my research project. My research project deals with **"Professional Development Needs for Probationary Faculty."**

I am interested in obtaining information on your professional development needs as it relates to teaching skills and techniques. The purpose of this study is to determine the collective and individual professional development needs of Seneca College probationary faculty. The study is being conducted with the support and encouragement of Frank Miller, Chair, Professional Development for faculty.

All probationary faculty will be invited to participate in the study. Participation in the study is voluntary. I encourage each of you to complete the attached questionnaire so that I can obtain the breadth of information that all probationary faculty can provide. Obtaining your collective thoughts on and needs for professional development will assist Seneca College in planning activities that specifically address your concerns.

Your responses to the study will be kept completely anonymous. Individual responses will not be identifiable. The results of the questionnaires will be based on statistical summaries.

The questionnaire will take about twenty minutes to complete. Please do not put your name on the questionnaire. Once you have completed the questionnaire please seal it in the accompanying self addressed envelope and return it in the Seneca College inter-campus mail before **Thursday, November 21, 1991**.

A summary of the findings will be reported to the Director of Professional Development for faculty and a copy of the research project will be available for general review in the Resource Centres of Seneca College and the Professional Development Department.

Thank you very much for your participation.

Yours Sincerely:

Kerry Jarvis

APPENDIX F

SURVEY RESULTS USING S.P.S.S.

Part One:

Please indicate your current campus location.

Value	Frequency	Percent	Valid Percent
dm	1	3.2	3.2
ki	7	22.6	22.6
le	1	3.2	3.2
ne	16	51.6	51.6
nm	1	3.2	3.2
rh	2	6.5	6.5
sc	1	3.2	3.2
yk	2	6.5	6.5
Total	31	100.0	100.0

Valid cases 31 Missing cases 0

Key:

dm = Don Mills
ki = King
le = Leslie
ne = Newnham
nm = Newmarket
rh = Richmond Hill
sc = School of Communication Arts
yk = Yorkdale

Appendix F

Please indicate the program of study that you teach in.

Value	Frequency	Percent	Valid Percent
aa	6	19.4	19.4
bs	13	41.9	41.9
cs	1	3.2	3.2
ds	2	6.5	6.5
hs	1	3.2	3.2
ki	6	19.4	19.4
sc	1	3.2	3.2
ty	1	3.2	3.2
Total	31	100.0	100.0

Valid cases 31 Missing cases 0

Key:

aa = Applied Arts
bs = Business Studies
cs = Computer Studies
ds = Developmental Skills
hs = Health Science
ki = King
sc = Communication Arts
ty = Technology

Appendix F

Have you taught sessional or part-time at Seneca College before becoming a probationary faculty member?

Value Label	Value	Frequency	Percent	Valid Percent
YES	1	21	67.7	67.7
NO	2	10	32.3	32.3
	Total	31	100.0	100.0

Valid cases 31 Missing cases 0

- -

If yes, please indicate the number of semesters taught.

Value	Frequency	Percent	Valid Percent
1	4	12.9	22.2
2	6	19.4	33.3
3	2	6.5	11.1
4	1	3.2	5.6
5	3	9.7	16.7
6	1	3.2	5.6
9	1	3.2	5.6
0	13	41.9	Missing
Total	31	100.0	100.0

Valid cases 18 Missing cases 13

Key: Value = number of semesters taught

Appendix F

Since being appointed as a probationary faculty member, how many semesters have you taught?

Value Label	Value	Frequency	Percent	Valid Percent
	1	17	54.8	54.8
	2	6	19.4	19.4
	3	6	19.4	19.4
	4	2	6.5	6.5
	Total	31	100.0	100.0

Valid cases 31 Missing cases 0

Key: Value = number of semesters taught

Prior to teaching at Seneca College, were you involved in teaching at any other institution?

Value Label	Value	Frequency	Percent	Valid Percent
YES	1	19	61.3	61.3
NO	2	12	38.7	38.7
	Total	31	100.0	100.0

Valid cases 31 Missing cases 0

Appendix F

```
Where have you taught prior to coming to Seneca College?

                                                          Valid
Value Label                 Value  Frequency  Percent   Percent

OTH COL                         1         11     35.5      57.9
SEC SCHL                        2          1      3.2       5.3
UNIV                            3          4     12.9      21.1
PRIVATE                         4          1      3.2       5.3
PRI SCHL                        5          1      3.2       5.3
OTHER                           7          1      3.2       5.3
                                0         12     38.7   Missing
                                     -------  -------   -------
                            Total         31    100.0     100.0

Valid cases      19      Missing cases      12

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
Please indicate your current academic background.
                                                          Valid
Value Label                 Value  Frequency  Percent   Percent

DOCT                            1          3      9.7      10.7
UNIV DEG                        2         12     38.7      42.9
CGE CERT                        3          2      6.5       7.1
MASTERS                         4          5     16.1      17.9
CGE DIPL                        5          5     16.1      17.9
SEC SCHL                        6          1      3.2       3.6
                                0          3      9.7   Missing
                                     -------  -------   -------
                            Total         31    100.0     100.0

Valid cases      28      Missing cases       3
```

Appendix F

PART THREE: NEEDS ASSESSMENT

Key:

first number if 1 = Yes
first number if 2 = No
second number if 1 = not at all helpful
second number if 2 = somewhat helpful
second number if 3 = helpful
second number if 4 = very helpful
second number if 5 = not applicable to my current needs

A. PROFESSIONAL DEVELOPMENT ACTIVITIES ON PROGRAM,SUBJECT AND LESSON PLANNING

A1. Principles of program and subject development.

Value Label	Value	Frequency	Percent	Valid Percent
	10	1	3.2	3.3
	13	5	16.1	16.7
	14	2	6.5	6.7
	20	4	12.9	13.3
	21	1	3.2	3.3
	22	2	6.5	6.7
	23	9	29.0	30.0
	24	4	12.9	13.3
	25	2	6.5	6.7
	0	1	3.2	Missing
	Total	31	100.0	100.0

Valid cases 30 Missing cases 1

Appendix F

A2. Planning effective lessons.

```
                                                            Valid
Value Label                 Value  Frequency   Percent    Percent
                               10          1       3.2        3.3
                               12          1       3.2        3.3
                               13          7      22.6       23.3
                               14          3       9.7       10.0
                               20          2       6.5        6.7
                               21          1       3.2        3.3
                               22          3       9.7       10.0
                               23          7      22.6       23.3
                               24          3       9.7       10.0
                               25          2       6.5        6.7
                                0          1       3.2    Missing
                                     -------   -------    -------
                            Total         31     100.0      100.0

Valid cases      30      Missing cases       1
```

Appendix F

A3. Developing learning objectives that takes into account the importance of student literacy.

Value Label	Value	Frequency	Percent	Valid Percent
	10	1	3.2	3.3
	12	1	3.2	3.3
	13	7	22.6	23.3
	14	3	9.7	10.0
	20	3	9.7	10.0
	21	2	6.5	6.7
	22	2	6.5	6.7
	23	3	9.7	10.0
	24	7	22.6	23.3
	25	1	3.2	3.3
	0	1	3.2	Missing
	Total	31	100.0	100.0

Valid cases 30 Missing cases 1

Appendix F

A4. Developing learning objectives that takes into account the importance of independent learning.

Value Label	Value	Frequency	Percent	Valid Percent
	12	1	3.2	3.6
	13	4	12.9	14.3
	14	4	12.9	14.3
	20	3	9.7	10.7
	21	3	9.7	10.7
	22	2	6.5	7.1
	23	7	22.6	25.0
	24	4	12.9	14.3
	0	3	9.7	Missing
	Total	31	100.0	100.0

Valid cases 28 Missing cases 3

Appendix F

B: PROFESSIONAL DEVELOPMENT ACTIVITIES DEALING WITH STUDENTS

B1. The principles of adult learning.

Value Label	Value	Frequency	Percent	Valid Percent
	10	1	3.2	3.4
	13	1	3.2	3.4
	14	5	16.1	17.2
	20	2	6.5	6.9
	21	1	3.2	3.4
	22	6	19.4	20.7
	23	6	19.4	20.7
	24	7	22.6	24.1
	0	2	6.5	Missing
	Total	31	100.0	100.0

Valid cases 29 Missing cases 2

Appendix F

B2. The mature adult student.

```
                                                       Valid
Value Label                Value  Frequency  Percent  Percent

                              13          1      3.2      3.7
                              14          4     12.9     14.8
                              20          2      6.5      7.4
                              21          1      3.2      3.7
                              22          5     16.1     18.5
                              23          6     19.4     22.2
                              24          6     19.4     22.2
                              25          2      6.5      7.4
                               0          4     12.9  Missing
                                    -------  -------  -------
                           Total         31    100.0    100.0

Valid cases      27      Missing cases      4
```

Appendix F

B3. Demographics of the Seneca College student population.

Value Label	Value	Frequency	Percent	Valid Percent
	12	3	9.7	10.3
	13	7	22.6	24.1
	14	3	9.7	10.3
	15	1	3.2	3.4
	20	2	6.5	6.9
	21	2	6.5	6.9
	22	4	12.9	13.8
	23	3	9.7	10.3
	24	2	6.5	6.9
	25	2	6.5	6.9
	0	2	6.5	Missing
	Total	31	100.0	100.0

Valid cases 29 Missing cases 2

Appendix F

B4. Dealing with special needs students.

```
                                                         Valid
Value Label                 Value  Frequency  Percent  Percent

                               10          1      3.2      3.3
                               12          2      6.5      6.7
                               13          5     16.1     16.7
                               14          9     29.0     30.0
                               15          1      3.2      3.3
                               20          3      9.7     10.0
                               21          1      3.2      3.3
                               22          1      3.2      3.3
                               23          3      9.7     10.0
                               24          4     12.9     13.3
                                0          1      3.2  Missing
                                     -------  -------  -------
                            Total         31    100.0    100.0

Valid cases      30      Missing cases       1
```

Appendix F

C: PROFESSIONAL DEVELOPMENT ACTIVITIES FOR THE TEACHING LEARNING PROCESS

C1. Benefits and limitations of computer assisted learning.

Value Label	Value	Frequency	Percent	Valid Percent
	10	1	3.2	3.6
	13	1	3.2	3.6
	20	3	9.7	10.7
	22	4	12.9	14.3
	23	8	25.8	28.6
	24	6	19.4	21.4
	25	5	16.1	17.9
	0	3	9.7	Missing
	Total	31	100.0	100.0

Valid cases 28 Missing cases 3

Appendix F

C2. Case-study approach to learning.

```
                                                           Valid
Value Label                  Value  Frequency  Percent   Percent
                                 1          1      3.2       3.4
                                10          1      3.2       3.4
                                13          1      3.2       3.4
                                14          1      3.2       3.4
                                20          4     12.9      13.8
                                21          1      3.2       3.4
                                22          3      9.7      10.3
                                23          7     22.6      24.1
                                24          3      9.7      10.3
                                25          7     22.6      24.1
                                 0          2      6.5   Missing
                                      -------  -------   -------
                             Total         31    100.0     100.0

Valid cases       29      Missing cases       2
```

Appendix F

C3. The role of verbal and non-verbal communication skills in the classroom.

```
                                                          Valid
Value Label                   Value  Frequency  Percent  Percent

                                10          1      3.2      3.4
                                12          1      3.2      3.4
                                13          2      6.5      6.9
                                14          2      6.5      6.9
                                20          4     12.9     13.8
                                21          2      6.5      6.9
                                22          2      6.5      6.9
                                23          8     25.8     27.6
                                24          6     19.4     20.7
                                25          1      3.2      3.4
                                 0          2      6.5  Missing
                                      -------  -------  -------
                             Total         31    100.0    100.0

Valid cases      29      Missing cases      2
```

Appendix F

C4. Using the small group approach to classroom learning.

```
                                                        Valid
Value Label                 Value  Frequency  Percent  Percent

                               11          1      3.2      3.6
                               12          1      3.2      3.6
                               13          1      3.2      3.6
                               20          5     16.1     17.9
                               22          4     12.9     14.3
                               23         11     35.5     39.3
                               24          3      9.7     10.7
                               25          2      6.5      7.1
                                0          3      9.7  Missing
                                     -------  -------  -------
                            Total         31    100.0    100.0

Valid cases      28      Missing cases       3
```

Appendix F

D: PROFESSIONAL DEVELOPMENT ACTIVITIES ON THE ASSESSMENT AND EVALUATION OF STUDENTS

D1. Different testing techniques.

```
                                                     Valid
Value Label              Value  Frequency  Percent  Percent

                            10          1      3.2      3.6

                            12          1      3.2      3.6

                            13          6     19.4     21.4

                            14          3      9.7     10.7

                            20          2      6.5      7.1

                            23          5     16.1     17.9

                            24          7     22.6     25.0

                            25          3      9.7     10.7

                             0          3      9.7  Missing
                                  -------  -------  -------
                         Total         31    100.0    100.0

Valid cases      28     Missing cases      3
```

Appendix F

D2. Developing essay type questions.

Value Label	Value	Frequency	Percent	Valid Percent
	13	1	3.2	3.7
	14	1	3.2	3.7
	20	4	12.9	14.8
	21	2	6.5	7.4
	22	4	12.9	14.8
	23	6	19.4	22.2
	24	5	16.1	18.5
	25	4	12.9	14.8
	0	4	12.9	Missing
	Total	31	100.0	100.0

Valid cases 27 Missing cases 4

Appendix F

```
D3. Evaluating English as Second Language students.

                                                           Valid
Value Label                   Value  Frequency  Percent  Percent

                                 10          1      3.2      3.6
                                 13          3      9.7     10.7
                                 14          2      6.5      7.1
                                 15          1      3.2      3.6
                                 20          2      6.5      7.1
                                 21          3      9.7     10.7
                                 22          2      6.5      7.1
                                 23          5     16.1     17.9
                                 24          8     25.8     28.6
                                 25          1      3.2      3.6
                                  0          3      9.7  Missing
                                     -------  -------  -------
                              Total         31    100.0    100.0

Valid cases      28      Missing cases      3
```

Appendix F

D4. Evaluating Special needs students.

Value Label	Value	Frequency	Percent	Valid Percent
	10	1	3.2	3.6
	13	1	3.2	3.6
	14	3	9.7	10.7
	15	1	3.2	3.6
	20	3	9.7	10.7
	21	1	3.2	3.6
	22	5	16.1	17.9
	23	6	19.4	21.4
	24	6	19.4	21.4
	25	1	3.2	3.6
	0	3	9.7	Missing
		-------	-------	-------
	Total	31	100.0	100.0

Valid cases 28 Missing cases 3

Appendix F

E: PROFESSIONAL DEVELOPMENT ACTIVITIES ON PROFESSIONAL RESPONSIBILITIES

E1. Dealing with classroom ethics.

Value Label	Value	Frequency	Percent	Valid Percent
	10	1	3.2	3.6
	12	1	3.2	3.6
	13	2	6.5	7.1
	14	1	3.2	3.6
	20	3	9.7	10.7
	21	1	3.2	3.6
	22	2	6.5	7.1
	23	8	25.8	28.6
	24	8	25.8	28.6
	25	1	3.2	3.6
	0	3	9.7	Missing
	Total	31	100.0	100.0

Valid cases 28 Missing cases 3

Appendix F

```
E2. Legal issues in a classroom setting.IIQE2LE  LEGAL ISSUES

                                                         Valid
Value Label                  Value  Frequency  Percent  Percent

                                10          1      3.2      3.4
                                12          2      6.5      6.9
                                13          2      6.5      6.9
                                14          6     19.4     20.7
                                20          3      9.7     10.3
                                21          2      6.5      6.9
                                22          3      9.7     10.3
                                23          6     19.4     20.7
                                24          2      6.5      6.9
                                25          2      6.5      6.9
                                 0          2      6.5  Missing
                                      -------  -------  -------
                             Total         31    100.0    100.0

Valid cases      29      Missing cases       2
```

Appendix F

E3. Teacher ethics.

```
                                                            Valid
Value Label                     Value  Frequency  Percent  Percent

                                   10          1      3.2      3.6
                                   14          2      6.5      7.1
                                   20          4     12.9     14.3
                                   21          1      3.2      3.6
                                   22          4     12.9     14.3
                                   23          7     22.6     25.0
                                   24          8     25.8     28.6
                                   25          1      3.2      3.6
                                    0          3      9.7  Missing
                                           -------  -------  -------
                                Total         31    100.0    100.0

Valid cases      28      Missing cases       3
```

Appendix F

E4. Health and safety in the classroom.

```
                                                       Valid
Value Label                  Value  Frequency  Percent  Percent

                                10          1      3.2      3.6
                                13          1      3.2      3.6
                                14          1      3.2      3.6
                                20          5     16.1     17.9
                                21          6     19.4     21.4
                                22          4     12.9     14.3
                                23          5     16.1     17.9
                                24          4     12.9     14.3
                                25          1      3.2      3.6
                                 0          3      9.7  Missing
                                      -------  -------  -------
                             Total         31    100.0    100.0

Valid cases       28      Missing cases       3
```

Appendix F

What is the appropriate frequency(ies) of when professional development activities should be offered?

Value Label	Value	Frequency	Percent	Valid Percent
	1	2	6.5	7.1
	2	11	35.5	39.3
	3	13	41.9	46.4
	5	1	3.2	3.6
	6	1	3.2	3.6
	0	3	9.7	Missing
	Total	31	100.0	100.0

Valid cases 28 Missing cases 3

Key:

1 = weekly
2 = monthly
3 = during P.D. Festival
5 = once a year
6 = other